

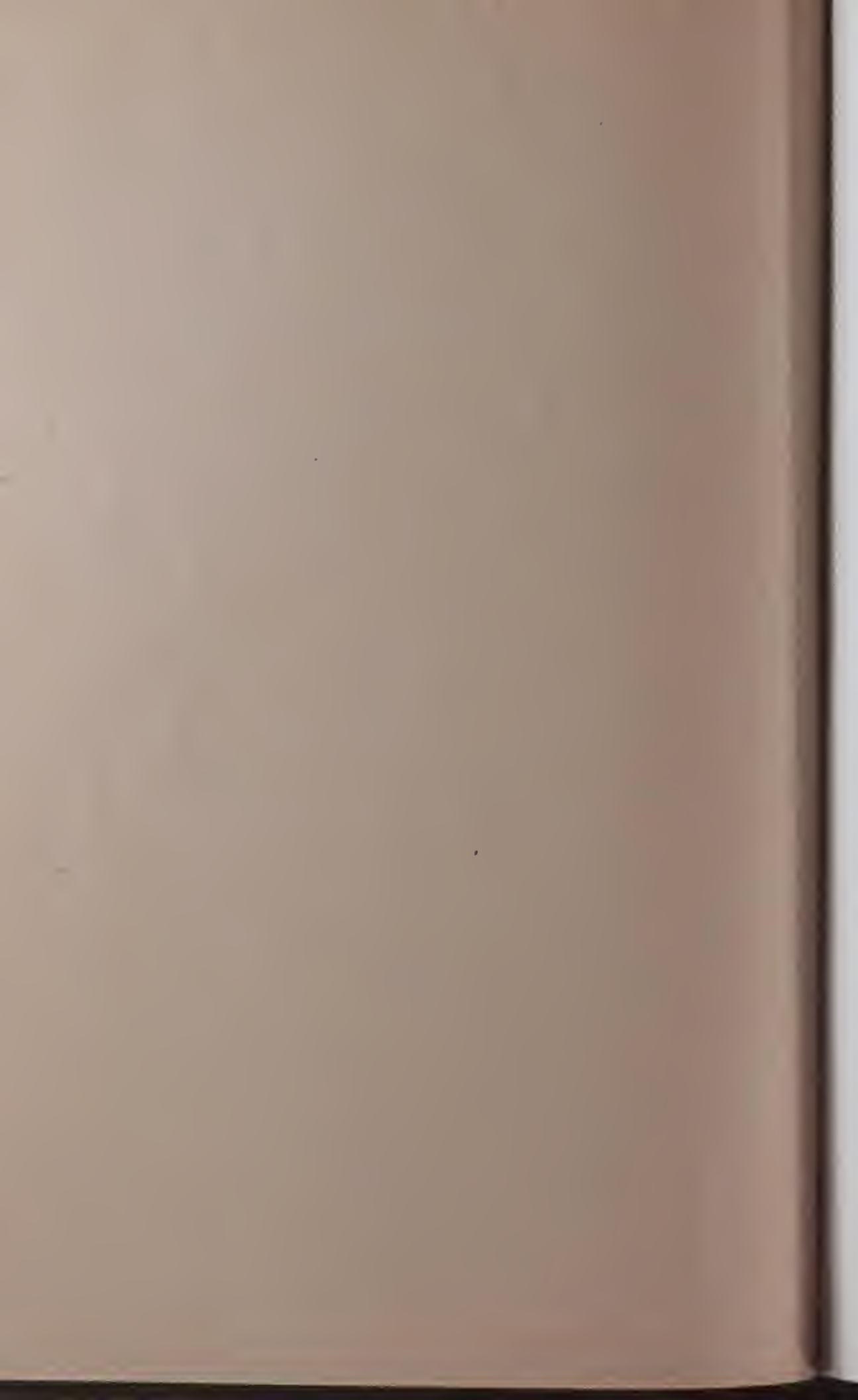
FRANCES SHIMER RECORD

Volume XXXIX Catalog Number Number 6

*Frances Shimer
College*

1948 - 1949

MOUNT CARROLL, ILLINOIS









FRANCES SHIMER COLLEGE

A FOUR YEAR JUNIOR COLLEGE
(GRADES XI TO XIV)

NINETY-SIXTH YEAR

1948-49



*Member of the North Central Association of
Colleges and Secondary Schools*

*Member of the American Association of Junior Colleges
Member of the Association of Northern Baptist Educational Institutions
Member of the American Council on Education*

The College reserves the right to make changes in curriculum, regulations and fees.

FRANCES SHIMER RECORD

VOLUME XXXIX

NOVEMBER, 1947

NUMBER 6

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January, March, May, July, September, and November
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DIRECTIONS FOR CORRESPONDENCE

In the list below are names and addresses of persons to whom inquiries of various types should be sent. The post office is Mount Carroll, Illinois.

General Policy of the College
Albin C. Bro, President

Requests for Catalogs, Admission of Students
Mrs. Thelma Hommedew, Admissions Secretary

Inquiries concerning Residence Halls
Virginia Weigel, Dean of Students

Payment of College Bills
J. A. Fetterolf, Assistant Treasurer

Questions Relating to the Academic Work of Students
L. Albert Wilson, Dean of the College

Questions Relating to Social Regulations
Virginia Weigel, Dean of Students

Scholarships, Employment, Loans
Mrs. Thelma Hommedew, Admissions Secretary

Requests for Transcripts of Records
Mrs. Jean B. MacArthur, Registrar

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1947

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CALENDAR OF THE ACADEMIC YEAR

1948-1949

*Summer School	July 7 to August 22
New Students Arrive	Sunday, September 12
Placement Tests, Orientation and Registration	September 13-17
Old Students Arrive	Wednesday, September 15
Registration	September 16-17
Opening Convocation	Sunday, September 19
Classes Begin 8:10 a.m.	Monday, September 20
Thanksgiving Vacation Begins 11:45 a.m.	Wednesday, November 24
Thanksgiving Vacation Ends 8:10 a.m.	Monday, November 29
Christmas Vacation Begins 4:10 p.m.	Friday, December 17
Christmas Vacation Ends 8:10 a.m.	Monday, January 3
First Semester Ends	Friday, January 28
Second Semester Begins	Monday, January 31
Spring Vacation Begins 4:10 p.m.	Thursday, April 14
Spring Vacation Ends 8:10 a.m.	Monday, April 25
Founders' Day	Wednesday, May 11
Annual May Fete	Saturday, May 21
Comprehensive Examinations Begin	Monday, June 6
Alumnae Day	Saturday, June 11
Baccalaureate Service	Sunday, June 12
Ninety-sixth Annual Commencement	Sunday, June 12

SUMMER SCHOOL*

Plans are being made for summer school during seven weeks of the summer of 1948. These plans include resumption of the Summer Theater Project and provision for tutorial reading in several of the courses of the college. Write to the Office of Admissions for more detailed information.

BOARD OF TRUSTEES

OFFICERS

SAMUEL JAMES CAMPBELL	President
JOHN F. MOULDS	Vice-President
FRANCIS WEIDMAN	Treasurer
J. ARTHUR FETTEROLF	Assistant-Treasurer
A. BETH HOSTETTER	Secretary

MEMBERS

<i>Term Expires, 1948</i>		<i>Term Expires, 1949</i>	
JOHN F. MOULDS	Chicago	SAMUEL JAMES CAMPBELL	
WILLIAM E. GOODMAN	Chicago		Mount Carroll
ERNEST C. COLWELL	Chicago	S. C. CAMPBELL	Mount Carroll
NATHANIEL MILES	Mount Carroll	WILLIAM H. JACKSON	Chicago
ZELLA CORBETT	Mount Carroll	EDGAR B. TOLMAN, JR.	Chicago
		MRS. CHARLES R. WALGREEN	Chicago

Term Expires, 1950

J. H. MILES	Denver
AARON J. BRUMBAUGH	Washington, D. C.
FRANCIS WEIDMAN	Mount Carroll
MRS. CHARLES S. CLARK	Chicago
W. A. MCKNIGHT	Aurora

STANDING COMMITTEES

<i>Audit</i>	<i>Buildings and Grounds</i>	<i>Instruction</i>
S. C. CAMPBELL, Chairman	NATHANIEL MILES, Chairman	ERNEST C. COLWELL, Chairman
ZELLA CORBETT	W. H. JACKSON	A. J. BRUMBAUGH
J. H. MILES	MRS. C. R. WALGREEN	EDGAR B. TOLMAN, JR.

Finance and Investment

WILLIAM E. GOODMAN, Chairman
W. H. JACKSON
FRANCIS WEIDMAN
NATHANIEL MILES

Resources and Development

MRS. C. R. WALGREEN, Chairman
W. A. MCKNIGHT
MRS. CHARLES S. CLARK
EDGAR B. TOLMAN, JR.

FACULTY AND ADMINISTRATION (1947-1948)

FACULTY

ALBIN CARL BRO, A.B., Litt.D., *President*, 1939.

A.B., Northland College, 1917; College of Missions and Butler College, 1917-1919; University of Chicago, 1925-1927; Litt.D., Northland College, 1941.

A. BETH HOSTETTER, Ph.B., *Vice-President*;

Chairman, Division of Fine Arts, Humanities, 1903; (*Instructor*, 1903-1904, 1905-1906, 1910-1911, 1916-1917, 1918-1925; 1926-1930; *Acting Dean*, 1930-1931; *Dean*, 1931-1934; *Registrar*, 1934-1935; *Acting President*, 1935-1936, 1938-1939; *Dean*, 1936-1938; *Registrar*, 1936-1944.)

Ph.B., University of Chicago, 1907; University of Chicago, 1909-1910 and Summers, 1919 and 1929; study in Paris, Summer, 1911; Greek Division, European Summer School Bureau of University Travel, 1923; European travel, 1925-1926; Certificate d'assiduite from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Columbia University, Summers, 1931 and 1937.

L. ALBERT WILSON, B.D., *Dean of the College; Humanities*, 1944.

A.B., University of Redlands, 1936; B.D., Berkeley Baptist Divinity School, 1940; University of Chicago, 1943-1944.

JEAN BRIGHAM MACARTHUR, A.B., *Registrar; French*, 1946.

A.B., Lawrence College, 1925; University of Wisconsin, Summer, 1925.

VIRGINIA WEIGEL, S.M., *Dean of Students*, 1946; *Natural Sciences*, 1936.

A.B., University of Illinois, 1928; S.M., University of Michigan, 1935; Yosemite School of Field Natural History, Summer, 1929; University of Michigan, Summer, 1940, 1935, 1936, 1942; University of Michigan Biological Station, Summer, 1932.

GEORGENA ABRAMSON, B.E., *Physical Education*, 1946.

B.E., Western Illinois State Teachers College, 1940; Colorado College Summer Session, 1946.

MAYO ROLPH BARRETT, A.B., *Humanities*, 1946.

A.B., Linfield College, 1942; University of Chicago, 1943-1946.

ROGER BARRETT, A.B., *Humanities*, 1947.

A.B., Linfield College, 1943; University of Chicago, 1943-1947.

RUBY BAXTER, A.M., *Chairman, Division of Natural Science and Mathematics*, 1927.

A.B., MacMurray College, 1919; A.M., University of Illinois, 1927; University of Chicago, Summers, 1923 and 1939; Columbia University, Summers, 1931 and 1947; MacMurray College, Summer, 1942.

BETTY ANN Bisdorf, A.B., *Humanities; Assistant in Testing Program*, 1947.

B.A., University of Iowa, 1947.

DOROTHY A. CARTER, A.B., *Communications*, 1947.

A.B., Miami University, 1947.

BETTY JUNE COLLINS, S.B., *Physical Education*, 1945.

S.B., East Stroudsburg (Pa.) Teachers College, 1944; Columbia University, Summers, 1944 and 1945.

JANE M. EBY, Music M., *Piano*, 1941.

S.B., Iowa State Teachers College 1937; Music M. (in Public School Music), Northwestern University, 1943.

ROMANA FIERRO, A.M., *Spanish*, 1946.

B.E., Pestalozzi Teachers College, 1941; Northwestern University, 1941; A.M., University of Chicago, 1944.

ELIZABETH GRAVES, Music M., *Piano*, 1946.

B.M., Syracuse University, 1939; M. M., Syracuse University, 1942.

RUTH REYNOLDS HINES, A.M., *Dietitian*, 1944.

A.B., Rockford College, 1920; Illinois State Normal University, Summer, 1920; A.M., University of Missouri, 1942; University of Wisconsin, Summer 1943.

MILDRED L. JAYNES, A.B., *Director of Equitation*, 1941; *Physical Education*, 1928.

A. B., Carleton College, 1924; University of Minnesota, Summer, 1927; Pavley-Oukrainsky Russian Ballet School, Summer, 1932; Northwestern University, Summers, 1934 and 1935.

BLENDON A. KNEALE, *Art*, 1940.

Minneapolis School of Art, Minneapolis, Minnesota, 1927-31; Minneapolis Institute of Arts, 1929-31; Research artist and commercial designer with Huxza Company, art publishers; Techni-craft Company, Inc., lithographers; Process Displays, Inc.; Baron Collier, Inc. Art Instructor at Y.W.C.A., Milwaukee, Wisconsin, 1935-36.

JACQUELINE KRAMER, A.B., *Drama*, 1947.

A.B., University of Michigan, 1945; University of Michigan, Summer, 1945, 1946, 1947.

BERTHA R. LEAMAN, Ph.D., *Chairman, Division of Social Science*, 1943.

A.B., Goshen College, 1921; A.M., University of Chicago, 1924; Sorbonne, Paris and University of Grenoble, 1927-1928; Ph.D., University of Chicago, 1935.

WILLIAM NELSON LYONS, Ph.D., *Director of Religious Activities; Humanities*, 1946.

A.B., Sioux Falls College, 1936; B.D., Colgate Rochester Divinity School, 1939; Ph.D., University of Chicago, 1942.

CHARLES R. MANLEY, JR., A.B., *Social Sciences*, 1947.
A.B., Linfield College, 1946; University of Chicago, 1947.

D. ELDRIDGE MCBRIDE, A.M., *Social Science*, 1944.
A.B., University of Chicago, 1937; A.M., University of Chicago, 1943.

GAYLE M. MCNETT, A.M., *Chairman, Division of Applied Arts; Secretarial Studies*, 1944.
B. Educ., Whitewater State Teachers College, 1931; A.M., State University of Iowa, 1939.

WILLIAM H. SCOFIELD, *Instructor in Equitation*, 1942.

GLADYS GILDEROY SCOTT, *Voice*, 1934.
Guildhall School of Music, London; Châlet Vleq de Chant, Paris; Special coaching with Randegger, Sir Henry Wood, Frank Damrosch, Edgar Nelson, William Shakespeare, and Shirley Gandell; principal contralto in Moody-Manners Grand Opera Company and Interstate Opera Company.

WARD E. SISLER, A.B., *Biological Sciences*, 1947.
A.B., Tarkio College, 1939; Tarkio College, 1939-1940.

DOROTHY TRICKLY SWITTING, S.M., *Home Economics*, 1945.
S.B., University of Wisconsin, 1930; S.M., University of Wisconsin, 1938.

EDNA THOREN, A.M., *French*, 1925.
A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Chicago Summer, 1929; University of Wisconsin, Summers, 1916, 1919, 1921, 1934; European travel, Summer of 1924; cours d'été, Université de Lille, Douai-Sur-Mer, France, Summer, 1927.

MARIAN THRAILKILL, M.S., *Communications*, 1947.
B.E., Southern Illinois Normal University; 1934, M.B., University of Illinois, 1940.

PAUL H. UNZICKER, B.E., *Physical Sciences*, 1947.
B.E., Illinois State Normal University, 1937.

HELEN STEWART WILSON, A.B., *Communications*, 1947.
A.B., University of Redlands, 1935.

CLIFFORD P. WOLFSFHR, A.M., *Humanities*, 1947.
A.B., Linfield College, 1943; A.M., Washington State College, 1947.

REGINA LEWIS YOAST, S.B., *Librarian*, 1947.
A.B., Texas Christian University, 1943; S.B., Columbia University, 1944.

ADMINISTRATION

General Staff

ALBIN CARL BRO	President
A. BETH HOSTETTER	Vice-President
L. ALBERT WILSON	Dean of the College
MRS. JEAN B. MACARTHUR	Registrar
WILLIAM NELSON LYONS	Director of Religious Activities
MRS. REGINA YOAST	Librarian
J. ARTHUR FETTEROLF	Assitant Treasurer
MRS. RUTH HINES	Dietitian
MRS. AMY BAHWELL	Director of Student Health Service
MRS. EDNA B. GIFFORD	Office Manager
MRS. THELMA HOMMEDEW	Admissions Secretary
MONA E. ROBISON	Assistant in Infirmary
MRS. MAXINE SMITH	Public Relations Office
MRS. RUTH SEITNER	Assistant to Admissions Secretary
MRS. MILDRED PACKARD	Cashier
S. W. ALDEN	Bookstore Manager
MRS. LILLIAN PATTON	Head Housekeeper
HUGH WILSON	Superintendent of Buildings and Grounds

Student Personnel Staff

VIRGINIA WEIGEL	Dean of Students
FRANCES ROSKE	Secretary to Dean of Students
MRS. GLEN H. STOWE	Counselor of West Hall
MRS. ELSIE CARMICHAEL	Counselor of Hathaway Hall
MRS. HELEN KRIEGER	Counselor of Bennett Hall
MRS. JENN BAICHLY	Counselor of McKee Hall and Dining Room Hostess
MRS. EDNA KING	Manager of the Grill

Standing Committees of the Faculty, 1946-1947

Administrative—President Bro, Dean Wilson, Dean Weigel, Mrs. MacArthur, Mr. Fetterolf.

Educational Policies Committee—Dean Wilson, Mrs. MacArthur, Miss Baxter, Miss Hostetter, Miss Leaman, Miss McNett.

Artist Series—Mr. Barrett, Mrs. Barrett, Miss Graves, Mr. Kneale.

Lecture Series—Dean Wilson, Miss Kramer, Miss McNett, Mr. Sisler.

Library—Mrs. Yoast, Miss Graves, Miss Hostetter, Miss Leaman, Mrs. Manley, Dean Wilson.

The President is a member *ex officio* of all committees.

College Representatives

L. H. DIEKROEGER
Director of Admissions
6232 Northwood Avenue
St. Louis, Missouri

MRS. FRED L. BENDT
North Shore
Clear Lake, Iowa

MRS. LELIA WRIGHT
111 W. Washington St., Conway Bldg.
Room 1760
Chicago, Illinois

MRS. JOHN J. LIFSEY
19357 Murray Hill
Detroit 19, Michigan

Chicago Office, Conway Building, 111 W. Washington, Room 1760
Telephone State 9898

DICKERSON ART COMMISSION

BLENDON KNEALE, *Chairman*

A. BETH HOSTETTER
ILEEN B. CAMPBELL
ARMELLA KNEALE
AUGUSTA STENQUIST

IDA CHAMBERS
ELIZABETH MOELLER
DORIS SAMPSON
GLORIA LASOTA

SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the College. The lecture for 1946-1947 was given by Hubert Liang.

EDUCATION AT FRANCES SHIMER COLLEGE

HISTORY

Ninety-five years ago, when American education was still designed primarily for men, Frances Ann Wood received a call to establish a school in the modest-sized Illinois community of Mount Carroll. With Miss Cinderella Gregory she left her home in New York State and on May 11, 1853, the two young pioneers in the education of women opened the Mount Carroll Seminary.

Frances Wood, later Mrs. Frances Wood Shimer, administered the Seminary herself for forty-three years, Miss Gregory having resigned in 1870. In 1896, by her own wish, Mrs. Shimer transferred control to a self-perpetuating Board of Trustees of fifteen members representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. Ten members of the Board of Trustees are members of Baptist churches.

The chartered name of the institution became The Frances Shimer Academy of the University of Chicago. Friendly relationship with the University implied by this name, as well as the representation of the University on the Board of Trustees, remains to the present day.

That the Academy did receive unusual representation from the University during this early period may be judged from the names of members of its first Board of Trustees, which included such leading educational figures as William Rainey Harper, Thomas W. Goodspeed, Henry A. Rust, Alonzo K. Parker, Frank J. Miller, and Lathan A. Crandall. In the years that followed, progressive educational policies were inaugurated. These years were, in a sense, the critical, formative years in the college's growth, and its successful emergence from them points to the quality of its leadership.

In these years also the college began rebuilding on a much larger scale. The original Seminary buildings having burned in 1906, the present quadrangle was laid out, providing ample room for building expansion.

The institution was one of the first to undertake the junior college plan, and graduated its first junior college class as early as 1909, long before the junior college had won the popular acceptance which it has now. In 1931, the trustees approved the idea of making the four-year junior college the chief unit of academic organization.

Upon the retirement of Mrs. Shimer, William Parker McKee of Minneapolis was called to be president. During his thirty-three year

administration, the present complete plant was built and most of the equipment acquired. He was President Emeritus from 1930 until his death in 1933. Floyd Cleveland Wilcox, who became president upon Dr. McKee's retirement, retired in 1935. During his administration the college made many advances in educational policy. In 1936, Raymond B. Culver became president and served most ably until he resigned because of ill health in February, 1938. In the interim between Dr. Wilcox's and Dr. Culver's incumbency, and again during the year between Dr. Culver's death and Mr. Bro's appointment, A. Beth Hostetter, formerly dean and now vice-president, acted as president. In the fall of 1939, Albin C. Bro came to the presidency from his work with the University of Chicago Press.

DEVELOPMENT OF THE SHIMER PLAN

The curriculum of Frances Shimer College has been under study and revision for several years. In 1931 the Board of Trustees made the four year junior college the basic unit of academic instruction. In 1944 a thorough study of the college was made by Dr. John Dale Russell and his associates from the Department of Education of the University of Chicago. Later that year the faculty and administration revised the statement of aims and purposes of the college. After this statement was accepted by the Board of Trustees, the faculty was re-organized and the process of revising the curriculum to carry out the stated purposes was begun. The program of The Shimer Plan was inaugurated in September, 1947.

PURPOSE AND AIMS OF THE SHIMER PLAN OF GENERAL EDUCATION

The purpose of general education is to develop the ability to identify basic values which guide the individual in making decisions and to cultivate concrete experiences which augment the meaning of those values.

The specific aims of education at Frances Shimer College can be stated in terms of developing the qualities and skills inherent in the general purpose:

1. Enough knowledge about the nature of men and women and their social relationships to discover the principles which must order all human enterprises.
2. Sufficient information about the natural world to know how it can sustain and serve human life.
3. Understanding and appreciation of the achievements of

men as expressed in literature, art, music, philosophy and religion.

4. Competence in the expression of thoughts and feelings through use of the English language and through an artistic medium.
5. Skill in analytical thinking and critical evaluation of conclusions.
6. Ability to think creatively, to put together ideas and thoughts in new ways.
7. Ample health so as to be sensitive and responsive to one's environment.
8. Purposeful planning of vocational and home life.
9. Positive and constructive participation in the democratic ordering of group life through responsible support of constructive activities and by leadership in areas of competence.
10. Understanding of and commitment to the basic principles of religious living as found in the Hebrew-Christian tradition.
11. Personal integrity and active good-will toward all individuals.
12. Emotional maturity, poise and self-control.

From the foregoing statement of specific aims, it is apparent that Frances Shimer College believes that the purpose of general education is something more important than a satisfactorily adjusted life or the acquisition of knowledge. Life can be adjusted on very unworthy levels, and facts are tools to be used, not ends to be served.

The quality of life depends upon the ability of men and women to discover how the values are created which support life and give it excellence. The most important and perplexing problems young women face in their world are those of the identification of values and the fostering of their growth. Conversely, they must know how to recognize those practices and habits which destroy values or obstruct their growth. If our young women cannot do this they and their world will perish.

Values develop in the life of a young woman when she becomes keenly aware of the thoughts and feelings of others and uses them to enlarge her own understanding; when her knowledge of the world expands and she feels a growing consciousness of the ties which relate her to other people. The development of values will be blocked by inability to communicate with others to get their ideas, thoughts and feelings through conversation and reading. This growth cannot take place when there is ignorance or when personal pride erects barriers among men and women. Education at Frances Shimer College is designed to eliminate those obstructions to the growth of its students and to provide positive conditions for the increase of values in their lives.

CHARACTERISTICS OF THE SHIMER PLAN

GENERAL

General education is not divorced from thorough study of specific events, periods or cultures but is different from specialized or concentrated learning, and vocational training. All study is concerned with specific facts or events. General education is concerned with making these facts meaningful through the discovery of their generic nature, their interrelationships and dynamic qualities. When information thus becomes meaningful it becomes useful in making discriminating value choices.

The Shimer Plan does not minimize the vocational usefulness of any knowledge or skill but believes that specific vocational training must not be undertaken until the student has been prepared through general education for a significant life made possible by a meaningfully significant study of significant ideas, facts and events. Only then is an individual equipped to choose with discrimination those values which can sustain his living and engender graciousness and nobility of character.

PRESCRIBED

In order to insure a generic study of integrated and interrelated materials it is necessary that most courses be prescribed. It is an elementary fact of psychology that an individual is interested only in those things within his range of experience. Since it is precisely the function of general education to enlarge the scope of meaningful experience, the choice of material studied must not be left to the whim of passing fancy, but entrusted to those who, through maturity and scholarship, are competent to judge its merit.

INDIVIDUAL

Recognition is made of the differences in ability, temperament and educational background of the students. Since achievement is the measure of progress in the Shimer Plan, opportunity is provided "to test out" of courses by placement examinations. This permits an individual student the privilege of rapid advancement in some areas and the opportunity of more thorough study in other fields.

COMPLETE

The Shimer Plan brings together the "curricular" and "extra-curricular" into an integrated program. The four courses which make up a study program are equivalent to sixteen hours of credit in traditional terms.

Each student participates in a graded program of physical education and sports. Furthermore each student must develop creative skills in art, music, dramatics or the activities of home or business. The Shimer Plan includes such functional experiences as essential elements of the student's education.

ADMISSION

Application for admission is made on a special application form which is sent upon request. The application for a resident student is officially recorded only when accompanied by a registration fee of twenty dollars for reservation of a room.

Students will be admitted to full freshman standing (eleventh grade) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. These seven units should include two units in English, one in Algebra and one in Geometry.

A candidate for admission must also demonstrate ability by making a satisfactory score on certain aptitude and achievement tests and furnish evidence of good moral character and honorable dismissal from the school last attended.

ADMISSION WITH ADVANCED STANDING

Advanced standing for students who have progressed beyond the eleventh grade and for those who have been graduated from a high school is determined by placement examinations. If a high school graduate has made satisfactory grades in courses wisely chosen she may be able to pass seven or eight placement examinations and complete preparation for the remaining requirements in two years.

REQUIREMENTS FOR GRADUATION

For graduation a student must

1. Pass twelve comprehensive or placement examinations, four in each of the panels of science, social science and humanities.
2. Demonstrate a proficient use of the skills of communication: reading, writing, speaking and listening.
3. Pass a comprehensive examination in each of two courses elected from foreign language, mathematics, laboratory science, and creative writing.
4. Present satisfactory work in four units of creative skills.
5. Present satisfactory work in four units of physical education.





McKEE HALL

ORGANIZATION OF SHIMER PLAN

I	II	III	IV	V	VI
Science 3 or 4	Social Science 4	Humanities 4	Probable time required to demonstrate proficiency in the skills of Communications.	A graded program of Physical Education or Riding	Development of Creative and Functional Skills in Art, Music, Drama, Business Activities and Home Life.
Science 2	Social Science 3	Humanities 3			
Science 1	Social Science 2	Humanities 2	Two courses elected from Mathematics 2, Communications 4, Foreign Language 1, 2 or 3 Science 3 or 4		
Mathematics 1	Social Science 1	Humanities 1			

CREDITS AND TRANSFER

Since the purpose of a given course is preparation for the comprehensive examination, the academic unit of instruction in the content fields is a "course," not a "semester-hour." In the creative skills the work is organized in "units." This recognizes the fact that the time spent in the classroom is not the measure but one of the means of achievement.

Courses offered to prepare the student for the comprehensive examinations meet four times each week for fifty minutes. Time devoted to the development of creative skills is approximately four periods each week.

In the creative skills a full account of the level of achievement is presented to any institution to which a student may wish to transfer. Credit in these fields can then be established by that institution according to the achievement of the individual student. This affords an opportunity for the good student to qualify for more credit than would be possible if a rigid semester-hour system of credit transfer were employed. This is the procedure now followed by the best schools of music and art. Students transferring at the end of the twelfth grade may receive a high school diploma if desired. All requirements for high school graduation will have been satisfied.

GRADING SYSTEM

Students and parents are advised of progress being made three times during the year and are informed of the level of achievement at the end of the year. The letters A to E are symbols used to indicate the degree of proficiency demonstrated in any subject and may be interpreted as follows:

A—Superior

B—Above average

C—Average

D—Below average

E—Failure

PROGRAM CHANGES

Permission to change a program will be granted during the first two weeks of the entering semester. Only reasons of an educational character will be considered. After that time no change will be granted except for definite reasons of physical and mental health.

COURSES OF INSTRUCTION

PANEL I

NATURAL SCIENCES AND MATHEMATICS

The purpose of the study of natural science and mathematics is to cultivate skill in and the habit of scientific thinking through consideration of the nature of scientific knowledge, the way in which it was discovered and the method of thought involved in its application to problems. The courses are designed to develop the ability to comprehend and critically evaluate statements which involve the subject matter of science and which use the concepts and the language of the sciences. Knowledge of some accepted solutions of problems posed by space and quantity, the physical world and living organisms is an important part of the courses. Mathematics, although it has its own discipline in its more advanced forms, is considered in general education to be the language of the sciences.

The Fundamentals of Mathematics is required for all students who enter as freshmen and who have had plane geometry. If the work in geometry has not been completed, a student must enroll in plane geometry as a prerequisite for the four courses of this panel of study. The course in college algebra and trigonometry may be elected by sophomores, juniors and seniors. General physical science is required for all sophomores and general biological science is required for all juniors. General chemistry or general zoology is required for all seniors.

MATHEMATICS

0—PLANE GEOMETRY

The purpose of instruction in plane geometry is to teach the processes of analytical thinking. The subject matter consists of straight line figures, parallels, perpendiculars and circles. Many problems are selected from life situations.

1—FUNDAMENTALS OF MATHEMATICS

This course falls into four parts: logic, algebra, geometry and coordinate geometry. The first part involves the study of words and sentences and of the principles and rules by which one judges the validity of arguments. The second part involves a study of the real number system, of variables and functions. Parts three and four consist of a review of plane geometry, the fundamental ideas of space geometry and functional relations in the study of plane curves and angles.

2—COLLEGE ALGEBRA AND TRIGONOMETRY

The first semester study of college algebra involves the study of variables, functions and the theory of equations. Some of the topics included are the binomial theorem, logarithms, progressions, probability and the mathematics of investment.

The second semester involves the study of trigonometric functions, angles, reductive formulas, fundamental identities, radian measure, equations and the solution of triangles.

SCIENCE

1—GENERAL PHYSICAL SCIENCES

A study of the fundamental principles of chemistry and physics presented separately. The emphasis is upon the scientific method. This approach to knowledge in the field of science is developed by the study of problems in the laboratory. One part of the work involves the study of some original papers in which the fundamental principles and theories were first developed.

2—GENERAL BIOLOGY

The purposes of general biology are to improve the ability of the student to think scientifically, to develop a picture of the content and machinery of the organic world and to provide information which will improve the ability to adjust effectively to the conditions in which one lives.

3—GENERAL CHEMISTRY

The fundamental laws of chemical action and modern theories about chemical phenomena are studied in the class room and laboratory. This course includes introductory qualitative analysis.

4—GENERAL ZOOLOGY

This course, through readings, lecture and laboratory experiences, acquaints the student with animal life. The principles of zoology are presented so the student may understand man's place in nature and his relationship to other forms of animal life.

PANEL II

SOCIAL SCIENCES

The social sciences proposes to study the interrelationships, inter-dependencies, and interaction of various groups of individuals. These relationships and interactions express themselves in men's search for a living, in their participation in group organization and in their development of patterns of behavior in the past and in the future.

It is the aim of the social sciences to provoke inquiry about contemporary society, to develop an understanding of the basic values in society, and to acquire a mastery of the tools of critical analysis. This purpose resolves itself into a desire to create civic competence, that is, to contribute toward the creation of a citizenry capable of making intelligent judgments based on consciously accepted social values. It is believed that out of these will come effective civic action.

One required course is offered in the social sciences for each of the four years of the college. The first of these consists of a social-scientific analysis of the family, its purpose being to demonstrate the inter-dependence of the various social sciences upon each other through a critical analysis of the family in the post-war United States. Special attention is given to the development of the student's ability to select and apply with skill the various scientific techniques employed in the study of social phenomena.

The general aim of the second year course is to help the student to acquire an understanding of the historical development of contemporary American society, to prepare for further study of contemporary society and to develop skills with which to deal intelligently with modern social problems. The third year course centers upon an examination of the problem of the freedom of the individual. The problem or dilemma is that of how so to restrict individual freedoms in some areas sufficiently to give democracy meaning, without so limiting those freedoms in other areas as to make the term meaningless. The purpose of the fourth course is to develop a scientific method of examining the contemporary valuational crisis in political and socio-economic problems. The rapid technological and economic changes of this century have unleashed forces which have created problems of such a scale as to demand a reconstruction of ethical principles, sanctions and controls.

1—A SOCIAL AND SCIENTIFIC ANALYSIS OF THE FAMILY

This course, first, introduces the student to the problems involved in any type of scientific research. The student becomes acquainted with science as a descriptive skill. An intensive comparison will be made of the various branches of research in the social sciences. The second section of the course addresses itself to the structure and function of the family, particularly in the post-war United States. The final phase of the course focuses its attention on the relationship of the individual to the family as a basic unit or orientation.

2—UNITED STATES HISTORY

This course consists fundamentally of a study of some of the basic ideas necessary for an understanding of the developing culture of the American people. These ideas are considered in the context of a series of major problems faced by Americans in the course of the development of their economic, political and social institutions from the beginning of the seventeenth century to the present.

3—THE RISE OF MODERN LIBERALISM

The work of this course is both descriptive and analytical. It opens by differentiating between ideal democracy and democracy as it is practiced in the twentieth century. Against the background of this contemporary situation the institutions of western Europe are analyzed for the purpose of determining the degree and type of freedom they afforded the individual. The historical periods to which this institutional analysis is applied are of the Mediaeval Age, the Renaissance, the absolute monarchy, the modern age and the contemporary period. The course closes with an intensive study of current politico-socio-economic theories and practices. The readings consist largely of selected materials from primary sources.

4—ANALYSIS AND EVALUATION OF SOCIAL MOVEMENTS

The first section of this course deals with the nature of the valuational crisis. It seeks to acquaint the student with the basic economic, political and social trends which have been apparent since the opening of World War I.

The second section is concerned with an understanding of group behavior and the relationship of the individual to the group. Its purpose is to discover why individuals behave in groups as they do. This becomes the key consideration in the search for the factors which have created the moral crisis in society and the basis of evaluating proposed programs of action. The third section is an analysis of some general social problems and certain proposed programs. These are drawn from the areas of the school, church, industry and the United Nations.

PANEL III HUMANITIES

Humanities is an integrated, generic study of the achievements of men as expressed in literature, art, music, philosophy and religion. The purpose of Humanities is neither antiquarian concern with historical records nor preoccupation with details of a body of knowledge, important as these are, but the development of significant thinking concerning the significant achievements of the mind and spirit of man.

All great literature and art is woven about certain inescapable questions which face each individual as new problems, such as the nature and destiny of man; the quest for the good, the beautiful, the true and the just; and the identification of sustaining values. Systematic answers to such questions are the material of philosophy and religion.

Appreciative understanding, critical evaluation and personal orientation are the primary purposes of the study of Humanities. These are accomplished by acquainting the student with a variety of artistic, literary, philosophic and religious masterpieces from several cultures and national backgrounds; by stimulating the student to personally evaluate each work studied and by leading the student to the discovery of stable and positive values in an unstable and faltering world.

The material of each course is organized historically to facilitate the student's grasp of the development of meaning and form. The classes are conducted as seminars to provoke thoughtful discussion and effective communication of ideas.

1—INTRODUCTION TO WESTERN CULTURE

The purpose of this course is to acquaint each student with the most important periods in the development of Western Civilization. This is accomplished through a reading of historical literature selected from the Hebrew Scriptures, Greek, Roman, Mediaeval and Early Modern historians and representative masterpieces of art and music.

2—TYPES OF WORLD LITERATURE

The literary achievements of men are studied at this level of work in Humanities. Particular emphasis is placed upon an appreciation and understanding of the various types of literature such as drama, poetry, essay and novel.

3—CRITICAL ANALYSIS OF LITERATURE, ART AND MUSIC

Selections from the great books of literature and the great masterpieces of art and music are chosen for critical analysis and evaluation in this course. The student is acquainted with the important principles of criticism and encouraged to develop her own ability to evaluate the literary and artistic expressions of various cultures.

4—CRITICAL ANALYSIS OF PHILOSOPHY AND RELIGION

Readings from the Oriental, Hebrew and Christian religions and from the Greek, Mediaeval and Modern philosophers are selected for this final course. By a discussion of the readings in seminar fashion the student learns the techniques of evaluation, comparison and communication which will prepare her to think significantly about what is significant.

FOREIGN LANGUAGES

The study of a foreign language has a place in general education as an instrument which the student can use for becoming more thoroughly acquainted with the literature of another language. It is highly desirable that such skills be developed at this time when the citizens of different nations must become better acquainted with each other.

The purpose of the study of foreign language in The Shimer Plan is that of developing rapid and accurate reading skills. It should be stated that languages are not taught as an oblique method of teaching English grammar. Furthermore, because a very small group of the students studying a language will ever use it in conversational form, no attempt is made in course study to develop speaking skills in the language. It is believed that more adequate reading skills will provide the best foundation for any other purpose for which the language may be used. Students interested in developing conversational skills are encouraged and assisted by the instructors in the organization of tables or clubs using the various languages.

Two courses may be offered for graduation as electives. A student may satisfy this requirement by placement examination in the language if previous study has provided adequate preparation. If the student elects language study she is placed at the appropriate level by placement examination.

1—FRENCH, GERMAN, OR SPANISH

Elementary reading provides the material for language study at this level from which the grammatical structure of the language is inductively discovered.

2—FRENCH, GERMAN, LATIN, OR SPANISH

Intermediate reading skills are developed through a study of plays, stories, novels and short articles in the language.

3—FRENCH, GERMAN, LATIN, OR SPANISH

Advanced reading is undertaken in the important literature of the language.

PANEL IV COMMUNICATIONS

All educational experience depends upon the ability of the student to read, write, listen and speak. Apart from this communication of thoughts and feelings there is little education that is possible.

Of even greater importance is the fact that data and events will remain useless information unless the individual is able to surround them with

meaning which can be acquired only through communication with other individuals; authors, teachers, critics and fellow students. Since the discriminating choice of values rests upon the critical ability to discern the meaning of facts or events it becomes a matter of utmost importance that each person be equipped with the skills necessary for the growth of meaning. Only through a study of words, (semantics) their usage, (grammar) and their effective use in sentences and paragraphs, (writing and speaking) can such skills be developed.

It is the aim of the Communications Panel to provide a graded series of experiences in reading, writing, listening and speaking which will make possible progressive achievement in these fields. Each student is tested comprehensively in these skills upon admission and placed in appropriate course levels regardless of the number of years previously spent in school. Not only is there a gradation in course levels but within the sections of a given course.

In order to meet the requirement for graduation each student must demonstrate proficiency in the skills of communication through satisfactory scores on diagnostic tests and through written papers. The level at which this will be attained is approximately that expected at the end of the third course.

1—FUNCTIONAL GRAMMAR

Students found to be deficient in grammar are taught the fundamentals of grammatic usage, spelling, vocabulary, elementary writing, and speaking in preparation for succeeding courses.

2—EXPOSITION AND SPEECH

Emphasis in this course is placed on the mechanics of expression in conversation, exposition, letter-writing, and panel discussions.

3—COMPOSITION AND SPEECH

At this level of study, the student is acquainted with all the forms of composition and speech. Emphasis is placed upon originality of work.

4—CREATIVE WRITING

This advanced, elective course is for the student who is interested in continuing in the writing field of exposition, journalism, short-story, skits, and poetry.

PANEL V

PHYSICAL EDUCATION

The panel of physical education aims to establish sound health habits, thus helping the student become more efficient physically. It also seeks to supply the student with the fundamental skills in recreational activities that will not only be satisfying during college years but also may be enjoyed in her after-college leisure time; to promote social development and create high ideals of team co-operation, and to provide adequate individual remedial and corrective activities as indicated by the medical examination.

Requirements for All Students

A minimum of three periods per week, or equivalent, is required of all lower division students, and two periods per week of all upper division students. No student is excused from physical education except on the written statement of a qualified physician. Students with doctors' excuses will have to take physical education theory.

Activities

The activities of the department, in keeping with the objectives stated above, may be grouped as follows:

1. Dancing

Training in rhythmic response; the development of skills in fundamental rhythms and of the basic and authentic steps, characteristic of the various forms of dancing; emphasis placed upon folk, old-time and accepted social dances.

2. Individual work

Corrective work for postural and nutritional conditions.

3. Swimming

Elementary, intermediate, and advanced swimming, and diving.

4. Sports

Archery, badminton, golf, horseback riding, tennis, table tennis, softball, basketball, volleyball, soccer, speed ball, and hockey.

5. Individual activities

Ice skating, skiing, tobogganing, hiking, and week-end trips.

Inter-class and interscholastic competitive athletics are sponsored by the athletic association in cooperation with the physical education department.

Upon entrance each student presents, on blanks furnished by the college, a medical examination and vaccination certificate from her own physician, and a record of her health history. The choice of an activity is determined by the findings of this examination.

The required uniform for all classes may be purchased in the college bookstore.

Equipment

The equipment of the department consists of a beautiful gymnasium, a swimming pool, a hockey field, three tennis courts, a nine-hole golf course, and riding stables.

Glengarry Farm Stables

Instruction in horseback riding is given at the Glengarry Farm Stables with facilities that are quite ideal. There are 240 acres of rolling countryside, numerous riding trails and a large riding ring, the scene of the annual horse show.

Mr. and Mrs. S. J. Campbell, owners of Argyll Stables, have generously extended the use of Glengarry Horse Farm and all its advantages to Frances Shimer. The main building, over 100 feet long, was designed in the colonial style to match the buildings of the campus. There are stalls for twenty-two horses and a large central exercise space. The building also contains an apartment for the trainer, the director's office, a beautiful lounge and rest room.

The Stables are operated as an institution entirely distinct from the college. The director is Miss Mildred Jaynes, who for thirteen years was director of physical education on the campus. All arrangements for courses are made with the director and all fees for riding are paid to her. Full credit in the physical education department is given for all instruction in equitation. Students are transported to and from the Farm in a station wagon.

The instructor of equitation, W. H. Scofield, has earned for himself a reputation as a skilled rider and teacher.

The fees for riding are \$100 per semester.

There is also a course in stable management given to advanced riding students. Upon satisfactory completion of this course a certificate is awarded which qualifies students to teach in summer camps.

PANEL VI

CREATIVE SKILLS

THE FINE ARTS

The Fine Arts Panel includes the Graphic and Plastic Arts, Music and Drama. Courses are planned to develop a general understanding of these arts along with increasing performing skill, continuing and developing interests already aroused through participation in plays, glee clubs and art classes. In general education the arts should act as a refuge from the commonplace, an emotional and intellectual discipline, a vehicle for personality development and finally as an avocation.

In particular, the graphic and plastic arts serve to prepare the student to make significant, creative contributions to contemporary art and life, whether that contribution be in an art school, a home or a professional position. Such training, accompanying the regular academic work, challenges the student to an awareness of the insistent need for art in everyday life.

The music courses are designed to meet the general needs of the average student. Participation in recitals is encouraged as an aid to poise. Private lessons in applied music stress the building of repertoire and the development of technical proficiency. Choral and ensemble classes demand musicianship and afford the pleasure of group activity. The Kwalwasser-Dykema aptitude tests will be given to beginners in all music departments. Placement examinations will be required of all other new applicants. A list of all previously studied compositions will be presented to the department at the time of registration.

The courses in drama are planned to develop poise in public and to foster the creative spirit through the medium of the theatre. Special festivals are given at Christmas and at Easter. The Dramatic Club stages two productions during the year. Not only in acting and stage management, but in design, costume, music and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play.

Graphic and Plastic Arts

The work in art is designed to provide opportunity for the discovery of the true meaning of creative art experiences and to furnish fundamental preparation for professional and non-specialized activity. Placement tests are given at the beginning of the year and students are enrolled in the courses that best meet their needs.

Art expression is emphasized in school activities. The Dickerson Art Gallery plays an important role in the life of the college. Students have unlimited opportunity to study its permanent works of art. The Carnegie Art Set of 900 reproductions and 130 volumes on art and related subjects is housed in the gallery.

All art classes meet two two-hour studio periods per week, both semesters.

1—APPLIED DESIGN (INTRODUCTION TO ART)

A study of the basic fundamentals of art, designed to stimulate the imagination of the beginning student and to develop original ideas. The student is introduced to the principles of design as applied to block-printing, metal work, jewelry design, pottery-making, clay-modeling and elementary color study.

2—DRAWING AND COMPOSITION

The emphasis in this course is upon good draftsmanship and structural drawing employing the pencil, charcoal and crayon as mediums. Line, form and mass are studied in compositional arrangement affording the student general interest in and appreciation of art as well as building a sound background for future specialized vocational study. Prerequisite: Art 1.

3—DESIGN AND COMMERCIAL ART

The detailed study of design as it applies to all art forms affords valuable experience in selecting home furnishings as well as developing the originality of the student. Advertising layout, lettering, fashion illustration and design are stressed, thus providing foundational skills for commercial art. Prerequisite: Art 2.

4—PAINTING

This course provides advanced study in painting. Oil, transparent, watercolor and tempera are the mediums used. Attention is given to color theory and the development of individual techniques in landscape, still life and portrait work. Prerequisite: Art 3.

Piano

The courses in piano include all grades of material required for the most systematic technical and musical development and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work. Representative compositions are chosen throughout the course to develop the emotional and intellectual

qualities in unison with the technical. Public student recitals are given at intervals during the year. Students may enter courses for which they are found qualified by an audition. Entering students should be prepared to perform one selection and present a list of repertoire previously studied. Material of the approximate grades listed will be selected to suit individual needs.

Courses consist of two half-hour lessons per week and a minimum of four hours of practice.

1—ELEMENTARY I

Piano fundamentals for students with no previous training include the following technique and repertoire: construction and performance of all fifteen major scales; major triads and their inversions; simple exercises of rhythmical problems suited to the students' individual needs; adult beginner methods; shorted pieces; sight-reading and ensemble experience.

2—ELEMENTARY II

A course for students who are ready for second grade material includes the following technique and repertoire: Performance of all major and minor scales and arpeggios in rhythmical patterns; exercises to create strength, independence and agility; easy Bach pieces; Sonatinas; short solos; sight reading and ensemble experience.

3—INTERMEDIATE

A course for students who have completed elementary requirements includes the following technique and repertoire; performance of all major and minor scales two, three, and four notes to a beat (M.M. at 100); major and minor arpeggios in rhythms (M.M. at 66); technical exercises at moderate difficulty, such as Heller, Hanon, Schmitt, and Czerny; Bach preludes, and dance forms; easy Sonatas (Mozart, Haydn); Waltzes and Preludes of Chopin; Songs Without Words of Mendelssohn; Children's Corner of Debussy; Compositions of Schumann, Grieg, MacDowell, Palmgren, and other easy moderns; sight-reading, ensemble and keyboard work.

4—ADVANCED

A course for students who have completed Intermediate piano requirements includes the following technique and repertoire; major and minor scales in octaves, thirds, sixths, and tenths; tonic arpeggios, dominant and diminished seventh arpeggios in all positions; difficult technical exercises as needed; *Two and Three-Part Inventions* of Bach; *French and English*

Suites of Bach; *Easy Sonatas* of Mozart, Haydn, and Beethoven; *Nocturnes and Etudes* of Chopin; Selections from the Classic, Romantic, Modern and Impressionistic schools; sight reading, ensemble and keyboard harmony; experience in hymn playing and accompanying.

Voice

Vocal training is especially planned for students who wish to continue participation in glee clubs, ensemble and solo work, interest in which has already been aroused by previous training. Courses in voice consist of one half-hour private lesson a week, and one class period where vocal technique, fundamental theory and sight-singing are studied and developed. A minimum of four practice hours per week is required. Students are placed in one of the four following classes after an audition.

1—ELEMENTARY I.

A course for beginners in the lower division. Clippinger, vocal method; Concone, 50 vocalises; Vaccai, vocalises; elementary theory; easy songs.

2—ELEMENTARY II.

A course for students with some knowledge of singing and musicianship. Clippinger, vocal method; Concone, 50 vocalises; Vaccai, vocalises; and more advanced songs in Italian and English.

3—INTERMEDIATE.

A course for lower division students with previous training and some experience in performance. Clippinger, vocal method; Spicker, vocalises; Vaccai, vocalises, songs in Italian, French, German, and English.

4—ADVANCED.

A course for students with exceptional ability in voice and musicianship. Spicker, masterpieces of vocalization; Marchesi, vocalises and full repertoire.

Glee Club

This organization is open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Regular meetings are held two hours per week.

Chapel Singers

Nine singers are selected annually by the instructor to lead the music in chapel services, sing occasionally in churches, broadcast, and give concerts in neighboring towns. The group meets regularly one hour per week.

Drama

The courses in Drama have been designed to let the student progress as swiftly as her ability and development will permit. She may test out of a course and go into an advanced course if she can meet certain requirements. She will not, however, be allowed to take work beyond her capacity, nor will she be able to change courses in the middle of a semester. At the beginning of each semester, she will be tested to see in which group she should be placed. This method will insure thorough fundamental training in all phases of theatre work, and will enable the student to enter a university or professional dramatic school without the handicap of inadequate training.

1—VOICE AND PANTOMINE.

This course is designed for the student of acting who has had no formal training, and for the student who is found to be deficient in either the use of her voice or of her body. Thorough training in voice placement and in body control and coordination will be given. A pleasing voice and a graceful body is the goal. The student of ability may test out of this course at the end of the first semester and go into the acting course. This class meets for two hours per week.

2a—BEGINNING ACTING.

In the first-semester course the student learns the stage and its demands. She learns how to project her voice and movements, and receives actual experience by playing a number of different roles. The material in this course will emphasize modern drama. This class meets for two hours per week.

2b—INTERMEDIATE ACTING.

This is a continuation of 2a, but the emphasis will be on Miracle, Restoration and 18th Century Plays. Instead of taking this course during the second semester the student may test out into advanced acting if she





CAMPBELL LIBRARY

has shown sufficient progress in 2a. This class meets for one hour per week plus two hours laboratory work.

3—ADVANCED ACTING.

This course is designed for students of exceptional ability and progress. The stress is laid on Greek and Shakespearean plays. Each student is also required to give recitals and readings for various school entertainments. This class meets one hour per week. Each student has one half hour private lesson per week.

THE PRACTICAL ARTS

Business Activities

The business needs of every individual are constantly becoming greater and more technical. To meet this challenge the business education courses emphasize the values of general education along with vocational education. Instead of training "the few for the job," ours is a much larger and broader field, namely, "the education of all for their business needs."

Business education courses have as their two main objectives:

- A. To contribute to the building of an adequate background of general education of a sort which insures a high degree of social understanding; developing right social attitudes and habits of thought and action.
- B. To contribute to social understanding through study of that great socially important economic activity called "business."

1a—BEGINNING TYPEWRITING.

Beginning typewriting includes the mastery of the keyboard by touch, the care of the typewriter, drills and tests for accuracy and speed, tabulation and arrangement of material, personal letters and an introduction to business letters.

1b—BEGINNING TYPEWRITING.

The second semester of beginning typewriting deals with personal and business typing. It consists of a study of business letters and of the most common business papers and their relation to actual business situations. Outlining and typing of term papers are also covered. Students are given an opportunity to further increase typing skill acquired in the first semester.

2a—INTERMEDIATE TYPEWRITING.

Intermediate typewriting is designed to improve the typewriting technique and machine operations developed in the first year and to apply these to the typing of personal work, business letters and tabulated material. Speed and accuracy tests are given weekly.

2b—ADVANCED TYPEWRITING.

Advanced typewriting is designed to increase typing accuracy and speed and to further improve typing techniques. Here the student cuts master ditto copies and stencils and learns how to operate the ditto and mimeograph. Typing is done from rough drafts and various legal forms are typed.

Skills of Homemaking

The program of Home Economics is planned to give the student general information about the various phases of homemaking. It helps the student with her personal problems of dress and good grooming in order that she may clothe herself and her family more attractively. It teaches the student the sound nutritional principles underlying the wise choice and preparation of foods in order that she may maintain good health for herself and others. It helps her to plan, manage, and furnish her home. Under The Shimer Plan, the Home Economics courses are streamlined to consist of a minimum of theory and a maximum of time spent on actual practice in the laboratories. Each class meets for four fifty-minute periods each week.

For the purpose of creating a balanced skill in all phases of homemaking, the work is united into a block of four courses, each of which runs continuously throughout the year. These courses are planned with some idea of sequence but they may be taken interchangeably by a student at any level without regard to which of the courses she has had previously.

1—GENERAL SURVEY OF HOMEMAKING.

This course includes some information about many matters pertaining to a girl, her home and the family which she hopes to have some day. There is a unit on her own personal grooming and dress; one on how to buy—whether it is food, clothing or household articles; one on food and nutrition in which she learns what foods to eat for health and how to cook them; and other units on child care, clothing-construction, and home nursing. The students cook special foods, make garments, visit a kindergarten, homes and stores and are shown movies on special subjects. Each girl prepares a notebook illustrating all the various phases of homemaking and including a topic on a home in a foreign country.

2—FOODS AND NUTRITION.

This course includes a comprehensive study of each type of food, such as eggs, milk, cereals, meats, vegetables and fruits, and its value in the diet as well as in food preparation. In the beginning of the course the students prepare certain recipes illustrating the special characteristics of these foods. Later in the course they demonstrate what they have learned on menu planning, food preparation, table setting, and the duties of the hostess. Once a month the foods class bakes cakes for the birthday tables in the dining room.

3—TEXTILES AND CLOTHING.

This course includes the study of the various types of textiles that a student will buy to clothe herself and her family and furnish her home. She learns the special characteristics, care and use of these textiles. She learns how to choose the color, texture, and design of garments that are best suited to her particular type and how to construct these garments in the laboratory. She learns how to use a sewing machine, and how to plan, cut and fit patterns for her own use.

4—MAKING AND FURNISHING A HOME.

This course teaches the student the principles underlying the making and managing of a home for the welfare of all its members. The student learns how to choose the site for a home and the materials that are used in building a house. She learns how to finance the building, buying and operating of a house. She is given the opportunity of studying different types of equipment and furnishings in order to compare them as to the quality, advantages and disadvantages of the various makes. She learns how to apply the principles of art, color, form, proportion, and texture in creating an attractive home. Each student prepares a scrapbook in which she illustrates her dream home and completely "furnishes" it. The class periods are devoted to discussion, visits to child groups for study, visits to homes, field trips, movies depicting special aspects of home craft and lectures by specialists in the field of home care.

STUDENT LIFE

RELIGIOUS

For the student at Frances Shimer College, religion is more than Bible courses and chapel services. It is an attitude of life which permeates the entire curriculum and which has as its goal the discovery of permanent, sustaining and satisfying values. The curriculum is so organized that it aids the student in making a religious adjustment to the realities of life and provides a foundation for a religious commitment. Religious literature and thought are taught as a part of our cultural heritage. One chapel service a week is devoted to the unification of the student's religious experiences and the development of a worshipful attitude.

The purposes of the Young Women's Christian Association are to create and sustain a spirit of friendship on campus, to discover the true values of life and relate them to living, to grow in an understanding of God through Jesus, to become co-workers with God in building a better world, and to extend the friendship beyond campus to include fellowship with peoples of all nations, races, and creeds.

SOCIAL

The educational aims subscribed to by the college include recognition of the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second in importance only to the program of the curriculum. Social training is a part of college education. Both residential house life and student organizations and activities offer valuable training in social co-operation and in creative use of leisure.

The social atmosphere of the college is wholesomely democratic. Every student is expected to use and develop for the whole group whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, ability to appear at ease before an audience, are as much a part of the Shimer social ideal as are scholastic attainments.

With the assistance of class counselors the students give class parties, dances, bazaars, teas, lawn fetes, concerts, and plays; they plan menus, arrange decorations, devise costumes and stage properties. A series of formal dinners sponsored by student organizations provides opportunity for each group to entertain the student body and faculty, and to introduce visitors and speakers. Three formal dances and two informal dances are given during the year. The college sponsors a program of week-end

activities providing entertainment and social occasions throughout the academic year.

While students reside in halls according to their age and academic class, at table they often sit with members of other classes and with faculty members. Table groups are disbanded and redistributed, so that each Shimer student, in the course of the school year, forms a maximum number of pleasant social acquaintances with students and faculty members outside her immediate residential group.

Each residence hall provides social rooms and parlors in which the social life of the house group can be developed and can include the proper entertainment of guests. Thus every aspect of mature social life is reflected within the college community, and every student is enabled to share in the social experiences common to educated people.

CULTURAL

The college sponsors a program of concerts, lectures, recitals, and conferences throughout the academic year. These occasions bring to the college and the community leaders in education, the arts, religion, and public life. Formal presentations in Metcalf Hall or the auditorium of the gymnasium are followed by smaller informal group discussions in the student lounge of West Hall or in other college rooms.

Frances Shimer is close to the larger cultural resources of Chicago. College-sponsored trips, under faculty supervision, enable students to visit Chicago's museums, see current plays, attend concerts by the Symphony Orchestra, or be present at events of interest to a specific group.

Frances Shimer has for many years, however, prided itself upon the creative activity within the college denoting the cultural resourcefulness of its students. It has consistently encouraged the creative instinct in whatever direction the students choose to turn; the theater, music, painting and drawing, and creative writing have been liberally encouraged by the college administration, which in turn has been rewarded by the unusual quality of the students' response.

RECREATION AND PHYSICAL WELFARE

Few institutions are equipped to offer so complete a recreational program as Frances Shimer. In addition to the cultural resources for recreation already mentioned, the college maintains physical education equipment which is both modern and ideal.

The gymnasium houses a full-sized playing floor with a standard basketball court adaptable to a variety of other indoor games such as volleyball, indoor baseball and badminton. It is used also by dancing class

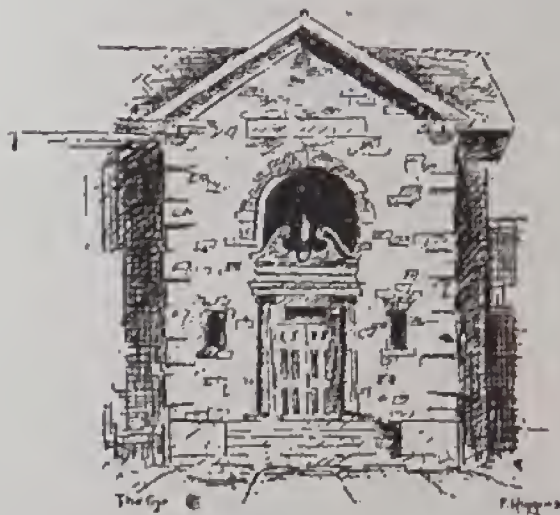
and for large dances. It provides, in addition, the tile swimming pool, showers, drying, locker and dressing rooms.

A nine-hole golf course, the private property of the college, adjoins the south end of the quadrangle. A playing field provides space for hockey and baseball. Three excellent concrete tennis courts were constructed in 1943.

Ideal facilities for riding are provided exclusively for Frances Shimer students at Glengarry Farm Stables, located two miles west of the school. There are ten miles of wooded trails and many miles of lovely country roads.

Campus conditions have been designed to safeguard the health of students. All students have physical examinations on entering, records of weight, posture, and other physical data are kept, and the work in physical education is planned for the individual student on the basis of these records.

Two resident nurses in charge of the infirmary carry on an educational program in the maintenance of good health. They are on duty at all times and are available to students day and night. When the attentions of a physician are necessary, appointments are made by the head nurse and the student assumes the expense.



STUDENT ORGANIZATIONS

STUDENT GOVERNING BODIES

Student-Faculty Council

Students are governed by the Student-Faculty Council, a body of five students and two faculty members elected by the students, and the eight students who are presidents of the Hall Councils. The Dean of Students is a member *ex officio* of the Council.

The group acts as a forum for debate of questions of policy and conduct of student affairs. Action taken by it is final in all student matters except those referred to the President's Committee.

Hall Councils

Each residence hall is governed by a Hall Council of five members, elected by the residents of the Hall. The Hall Counselors are members *ex officio* of their respective Councils. The Councils enforce the decisions of the Student-Faculty Council and provide any further regulation desired in their respective Halls.

HONORARY ORGANIZATIONS

Phi Theta Kappa

The Beta Sigma chapter of Phi Theta Kappa, national junior college scholastic honorary society, was installed at Frances Shimer College in 1932. Membership in the society is limited to the ten per cent of the student body of the upper division ranking highest in scholarship.

Delta Psi Omega

Delta Psi Omega, national honorary dramatic society, upholds high standards in scholastic and dramatic endeavor by initiating into its membership only those students who have done outstanding and efficient work in playwriting, acting, or production. Through their connection with other chapters of the national society, club members are encouraged toward greater effort and toward the production of higher types of plays at Frances Shimer.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Y. W. C. A. encourages social life among the students, takes charge of vespers and chapel services occasionally, and seeks in various ways to stimulate religious interest and interest in philanthropic work. The organization sends delegates to the Y. W. C. A. conferences and otherwise endeavors to widen the scope of its interests in accordance with the Y. W. C. A. program.

SPECIAL INTEREST ORGANIZATIONS

Art Club

The Art Club is open to students in Art History, Fine Arts and Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses. The organization cooperates with the Commission of the Dickerson Art Gallery in procuring and arranging exhibits and in stimulating interest in the aims and activities of the gallery. Study of contemporary art, visits to art collections, and trips to studios and art centers are included in the program of the Club.

The Club also seeks to develop skills and give resources that will enable the student to make worthy and happy use of leisure. Equipment maintained in the studio provides opportunity to pursue a worthwhile craft or hobby.

Arts and Crafts Club

The Arts and Crafts Club is organized for those students who enjoy doing handiwork in their leisure time. Members work on various projects in bead work, leather tooling, knitting, and quilt making. A small hand loom is available for students who wish to experiment with weaving.

Athletic Association

The Athletic Association, working in close cooperation with the Physical Education Department, seeks to arouse greater interest in physical education, to stress the enjoyment of sports and athletics, and to develop sportsmanship. The Association sponsors the inter-class hockey game; a class basketball tournament; the basketball banquet; a bob-ride; five- and ten-mile hikes; the May Fete; golf and tennis tournaments, and swimming meets.

Camera Club

The Camera Club affords a means of self-expression, as well as entertainment, for interested students. Both the technical and artistic phases of photography are studied and many members develop and print their own pictures in the school dark-room. Various contests are held throughout the year to obtain prints for the annual exhibit in the spring.

Green Curtain Dramatic Club

The Green Curtain Dramatic Club, open to all students, holds try-outs early in the fall under the supervision of the dramatic director. The club presents two major productions during the year, and its members also appear in the casts of the Christmas and Easter festivals. Sponsoring special trips to Chicago and other nearby cities to visit the theatres and art centers, the Club seeks to promote appreciation of the best in drama and to offer an outlet for expression in the creative arts of the theatre.

International Relations Club

The International Relations Club, open to all students of the college, aims at the development of an understanding of international affairs and an appreciation of the customs, achievements, and aspirations of the various peoples of the world. Its activities include regular monthly meetings, the operation of an international news bulletin board, the sponsorship of guest speakers, and attendance at international relations conferences held at other colleges.

Pro Musica

Pro Musica Club, composed of a limited number of talented music students, meets monthly for a concert given by members, followed by a business meeting and social hour. The organization acts as host to visiting musicians and seeks to foster the love of good music. Membership is by try-out under the supervision of the music faculty.

Travel Club

The Travel Club is organized for students who have traveled or are especially interested in traveling in foreign countries. Meetings feature motion pictures and talks by faculty members on foreign countries.

Boots and Saddle Club

Boots and Saddle Club is organized for students interested in better equitation. The Club holds monthly meetings for study of types of saddle horses and nationally known horses of the show ring. In addition to sleigh rides and hayrack parties, the Club sponsors two gymkhanas, two over-night horseback trips to the rocky bluffs of the Mississippi, a formal banquet, and a trip to the International Livestock Exposition in Chicago.

Student Publications

The *Tower*, issued three times a year, gives students experience in expressing themselves fluently in writing, and affords opportunity for the publication of worthwhile prose and poetry.

The *Record* is the student annual. There is also a mimeographed newspaper published several times each year.

The management of these publications is in the hands of students with faculty advisors.

Home Economics Club

The Department of Home Economics sponsors a club called the "Sarah Hostetter Home Economics Club." It is affiliated with both state and national Home Economics Associations. The club sends delegates to the state conventions in the fall and to the National Province meeting in Chicago in February. Membership is restricted to those who take one or more courses in Home Economics. The club sponsors one outside speaker each year and participates in one trip to some point of special interest to a homemaking group.

STUDENT REGULATIONS

Residence halls—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the college, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by nine o'clock. Students whose housekeeping habits are unsatisfactory may be asked to employ the hall assistant to render additional help and instruction.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plate and irons are provided at convenient places.

Rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are six feet six inches by four feet; the tops of the chest of drawers 38 x 19 inches. Students furnish rugs (two feet by six is a convenient size), bedding including a mattress pad, curtains, towels, cup, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, and heavy walking shoes.

Laundry—Clothing which is to be sent to the college laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's bookstore account. White laundry bags should be used.

Absences—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean of Students on definite re-

quest of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean in ample time for correspondence.

Guests—Parents who come to inspect the college, or who bring their daughters, are particularly welcome. A moderate charge is made for meals. When notified in advance, arrangements will be made for the entertainment of friends of students in the village for not more than three days at one time. *Students are not excused from any regular school duty because of guests.*

Telephones—Two pay telephones, one in West Hall and one in Hathaway Hall, are provided for the use of students. It is requested that calls to students be made, whenever possible, during recreation hours. Students will not be called from classes or other academic appointments to answer the telephone. Communications by telegraph are subject to the approval of the Dean.

Express and telegrams—All express and telegrams should be sent in care of the college and should be prepaid to avoid delay.

Special Permissions—Special requests for permissions of any kind should come from the parent directly to the Dean of Students, not through the student. Until written request has been made to the Dean and direct answer has been received, parents should not consent to students' requests which involve suspension of college regulations.

Secret Societies—All secret societies are forbidden.

A complete statement regarding student regulations can be found in "Student Handbook" prepared by the Student-Faculty Council. Each student is provided with a handbook.

LOCATION AND EQUIPMENT

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi river, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over Federal Highway 52 and State Highways 64, 72, 78 and 88, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

Frances Shimer College has the advantage of over ninety-five years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve main buildings, solidly constructed of brick and stone, heated by steam from a central plant. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is provided by stand-pipes with hose connections on each floor and by fire escapes on every large building where students reside.

DEARBORN HALL

(1903)

This building for instrumental and vocal music is named for Mrs. Isabel Dearborn Hazzen, head of the Department of Music for more than twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, '69, a sister of Mrs. Hattie N. LePelley, a former trustee, who gave liberally

toward the erection and furnishing of the building. The campus grill is on the ground floor. Through the generosity of Miss Zella Corbett, the lounge on the first floor was refurnished in 1939 in memory of her sister, Miss Bertha Corbett, '16. This dormitory provides space for thirty-eight students and two staff members.

WEST HALL (1906)

West Hall is a well-equipped home for forty-nine students and two staff members. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. A faculty social room is also on the ground floor. In 1945 an entrance was constructed between West Hall and McKee Hall, for the post office and book store.

METCALF HALL (1907)

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the school, whose son, Dr. Henry S. Metcalf, was long president of the Board of Trustees. Andrew Carnegie contributed \$10,000 toward the erection of this building. Metcalf Hall contains the offices of administration, class rooms, and the auditorium. In the auditorium is a new Hammond organ contributed in 1946 by Mrs. Annabel Culver Joy as a memorial to Dr. Raymond Culver, third president of the college.

POWER PLANT AND LAUNDRY (1911)

INFIRMARY (1913)

This building affords excellent equipment for the care of students in case of illness. It contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A nurse is in constant residence.

SCIENCE HALL (1914)

This provides all of the facilities for the work in science. The first floor contains modern laboratories for the work in home economics. On the second floor are the physics, chemistry, and biology laboratories, and a class room for mathematics.

McKEE HALL

(1922)

McKee Hall was built by funds contributed by the Baptist Board of Education. The ground floor contains the central dining room which was entirely reconditioned and refurnished in 1938 through the generosity of Mr. and Mrs. W. E. Goodman of Chicago. The other floors have a kitchenette, ample bathrooms, and rooms for fifty-eight students and two staff members. This building is named for William Parker McKee in honor of his completion of twenty-five years of service as President. The college kitchen, which adjoins McKee Hall, was completely rebuilt in 1946.

CAMPBELL LIBRARY

(1925)

The library was erected by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie M. Campbell, '07. The college is also indebted to Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution.

In 1937 the Carnegie Corporation of New York made a grant of \$1,500 for the general reading collection of the library, purchases being made over a three-year period. The equipment of the main reading room, occupying the entire first floor, was increased in 1939 and 1940 by the gifts of Mr. and Mrs. S. J. Campbell.

In the south room on the second floor is the Heinze Music Room, which contains the Carnegie Music set received in December, 1940. This set now is a collection of over 1,000 records of fine music and a specially designed Lyon and Healy phonograph. The records are fully indexed and filed in the listening room where they are available for student and faculty use. The center room on the second floor houses the Carnegie Art set which was received in 1941. This set includes 130 volumes on art and related subjects and 900 classified reproductions. The north room is used for art exhibits.

Open shelves in the main reading room and basement stacks care for the present collection of approximately 14,000 volumes, files of magazines, pamphlets, government documents, and bulletins. The entire collection is well cataloged. Through the services of the librarian and faculty, the resources of the library are strengthened and utilized to serve all phases of the college program.

The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by Mrs. Isabel Dearborn Hazzen from the library of her husband, Henry Wilmarth Hazzen, long a teacher in the college. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. In 1937 Miss Jessie M. Campbell presented one hundred selected volumes from her library.

SAWYER HOUSE

(1926)

Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, '71. It is built in the colonial style of architecture in harmony with the other buildings of the campus.

GYMNASIUM

(1929)

The building contains on the first floor a tile-lined swimming pool, 25x60 feet, and showers, dressing rooms, drying-room, lockers, and modern facilities for the refiltration and purification of the water in the pool.

On the upper floor is the gymnasium floor, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing rooms, and lockers. The main room, 52x87 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting for the work of the Department of Speech and Drama.

BENNETT HALL

(1937)

In 1937 College Hall, which was built in 1909, was entirely reconditioned and refurnished through the generous gift of the children of Myrtie Stevens Bennett, '80, for whom the new dormitory has been named. The first floor contains two reception rooms, three suites accommodating four students each, a student's kitchenette, and the hall counselor's apartment. In 1945 the fourth floor was entirely remodelled to provide space for additional students; this dormitory now accommodates sixty-five students and two staff members.

RINEWALT HOUSE

(1944)

This home was purchased to provide classrooms for the Art Department and additional rooms for eight students.

DEMMON HALL

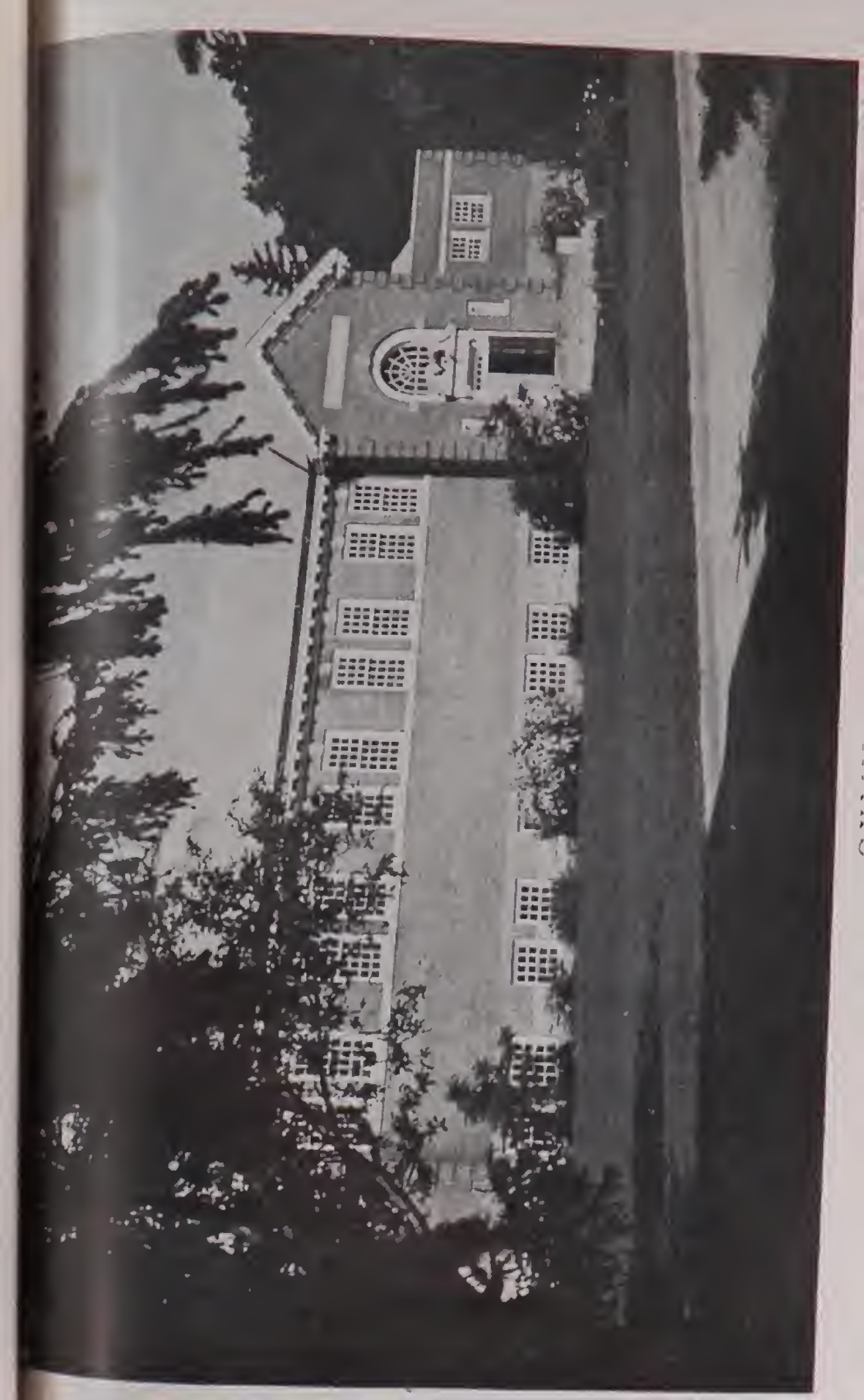
(1945)

The large colonial home owned by Miss Rose Demmon was rented in 1945 for use as a dormitory for eleven girls. There are four double rooms on the second floor for eight girls and facilities on the first floor for three girls and a hall counselor. Complete redecoration was accomplished through the assistance and generosity of Mrs. S. J. Campbell.

HOFFMAN HOUSE

(1946)

This residence, outside the main north gate of the college, was purchased and remodelled to provide rooms for ten students and two staff members.





SWIMMING POOL

EXPENSES

COLLEGE FEES

Tuition and living for the scholastic year, \$1,150.00.

Tuition for day students for the scholastic year, \$400.00.

There are no special fees for regularly elected courses described in the catalog or for many other services provided by the college. All fields of study and all instructional facilities, therefore, are open to all students without special charge.

The fees for riding should be paid to the director of Glengarry Farm Stables.

When mid-semester tests are taken before or after the time scheduled a special fee of \$5.00 is charged for each test; the special fee for a final examination is \$10.00.

For Resident Students

The yearly fee of \$1,150.00 is distributed as follows:

\$100 payable July 1.

\$600 payable September 1.

\$450 payable January 1.

For students entering the second semester the fee will be \$600 payable in advance.

The fee includes the charge for academic instruction, board, room, and laundry (up to seventy-five cents per week). It also covers special class work and private lessons in music, art, and speech; graduation; class and club dues; subscription to the student publication, admission to athletic events and dramatic productions; special lectures and entertainments provided by the school; the facilities of the infirmary as well as the services of the nurse, and common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Fees of local physicians called in for diagnosis and treatment are paid by the students.



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Normally a dormitory room accommodates two students. Single room, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single rooms or suite rooms except for certain rooms in West Hall and in Bennett Hall. Double rooms may not be held as single rooms.

For Day Students

The fee of \$400.00 for the scholastic year is for students living in the vicinity of Mount Carroll. This includes academic instruction and the special services enumerated above except the infirmary.

MISCELLANEOUS EXPENSES

The college bookstore stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account. Periodically a statement will be sent to parents covering bookstore charges, telephone tolls, telegrams, guest charges, excess laundry, etc., and is due on presentation. The store has for sale a well arranged account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

TERMS OF PAYMENT

All fees are payable strictly in advance. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character have been settled in full.

For Resident Students

Due on or before September 1, 1948:	
For the first semester	\$700 00
\$100.00 of this amount payable July 1, 1947.	
Due January 1, 1949, and not later than February 5:	
For the second semester	\$450 00

For Day Students

Due on or before September 1, 1948:	
For the first semester	\$200 00
Due January 1, 1949, and not later than February 5:	
For the second semester	\$200 00

REFUNDS FOR WITHDRAWAL

All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. No refund, however, will be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

Written notice of intention to withdraw at the end of the first semester must be filed with the Dean of the College and the Business Office before January 1, 1949. The second semester fee is due and payable on that date. Fixed charges of operation for the full scholastic year demand careful attention to this regulation.

No refund in any amount will be granted to students who withdraw voluntarily or upon the request of the administration.

STUDENT SERVICE

To recognize and reward high scholastic and personal achievement and to give assistance to worthy students who otherwise could not attend college, the trustees have set aside a limited portion of the institution's annual income to be used for this purpose.

Various opportunities for student service are available. The most remunerative and least time-consuming are those involving table service in the dining room and in the grill. Students are also employed in the library, the infirmary, in the physical education department and for general clerical work in various departments and in the administrative office. An employment application form will be sent on request.

REMISSIONS

Remission of fees to full-time resident students will be granted, as follows:

Any student whose parent is actively engaged as a minister or an educator will be granted a reduction of \$100 a year.

For the purpose of assisting worthy students a reduction of \$100 a year is offered to a student whose father is not living and whose mother is dependent upon herself for support.

Application blanks will be furnished on request.

SCHOLARSHIPS AND AWARDS

SCHOLARSHIPS

A Merit Scholarship is available to a student whose grades place her approximately in the upper 10 per cent of her class and who is recommended by the principal or superintendent of the school from which she is transferred. A student receiving such a scholarship is expected to maintain a grade average of B. Failure to do so results in the forfeiture of the scholarship.

A limited number of scholarships are granted to students who have displayed unusual proficiency in the fields of art, drama, and music. The amount of the scholarship will be determined by the committee on scholarships after study of the applicant's qualifications. The maximum value of a Fine Arts Scholarship is \$200; it is granted for one year at a time. An applicant must rank in the upper one-third of her class. Try-outs in music (piano, voice, violin, and cello) and drama (public speaking and dramatic art) are held in various cities and at the college. Applicants for scholarships in art (drawing, water color and oil painting) must submit samples of their work direct to the head of the art department.

Application blanks for the above scholarships will be sent on request.

Honor Scholarships

A SENIOR SCHOLARSHIP, amounting to \$150.00, may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year. This scholarship was awarded in 1947 to Shirley Christensen.

TWO LOWER DIVISION SCHOLARSHIPS, amounting to \$300.00 each, may be granted, on recommendation of the faculty, to Frances Shimer students who have completed the work of the lower division. The scholarships are payable \$150.00 per year. These scholarships were awarded in 1947 to Betty Evans and Carol Spiering.

The Chicago Alumnae Scholarship

The three chapters of the Chicago Alumnae Group award an annual scholarship of \$150.00 to a senior who has been outstanding in scholarship, student activities, and personal qualities. This scholarship was awarded in 1947 to Barbara Winters.

PRIZES AND AWARDS

Announced During the Commencement Exercises
June 8, 1947

The Elizabeth Percy Konrad Trophy for excellence in English was first presented in 1926. The name of the student in the Upper Division graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Since the original cup now has its band filled with the names of twenty girls, Mrs. Konrad, one of our alumnae, has generously given a second cup which will be kept in a prominent place in the college library.

Catherine Russell, Medford, Wisconsin

The James Spencer Dickerson Prize of \$10.00 is awarded by the Dickerson Art Club to the student who made the most progress during the year in drawing and painting.

Doris Sampson, Sioux Falls, South Dakota

The Art Club Prize of \$10.00 is presented for excellence in creative expression in the graphic arts.

Joan Franz, Ferguson, Missouri

The Jessie Miles Campbell Prize of \$10.00 is given this year to the girl who has had the highest scholastic rank in the Senior class. The recipient of this prize also had the honor of being the May Queen this year.

Betty Jo Guyan, Monticello, Iowa

The Ileen Bullis Campbell Prize of \$10.00 is an annual award for excellence in the field of history.

Richard Countryman, Dixon, Illinois

The Samuel James Campbell Trophy is awarded to the best athlete of the year. It is granted to a member of the graduating classes who has been active in at least four major sports and who has consistently shown high ideals of sportsmanship.

Joan Martwick, Riverside, Illinois

The Anne McKnight Vocal Prize of \$15.00 is presented each year to the student who has made the most progress in singing.

Carolyn Berkstresser, Mount Carroll, Illinois

The honor of having her name engraved on the Pro Musica Shield which hangs in Dearborn Hall is given this year to one member of the club for excellence in voice.

Janis Grimes, Boone, Iowa

For excellence in piano.

JoAnne Schmidt, Davenport, Iowa

The Schwing Piano Prize of \$10.00 is given each year to a student who has done excellent work in piano.

Patricia Boughton, Eagle Grove, Iowa

Two Dramatic Club Prizes of \$10.00 each are awarded this year. The names of the winners, selected by a joint committee of faculty and dramatic club members, are engraved on the silver plaque which hangs in the speech room.

For excellence in play production

Rhode Huxsol, Charles City, Iowa

For excellence in acting

Jean McMillan, Chicago, Illinois

The Martha Barnhart Hoffman Prize of \$10.00 is awarded to the student who does the best work in interpretative reading.

Donna Klingbiel, East Moline, Illinois

The Frances Shimer Record presents a prize of \$10.00 to the student who has done the best work in creative writing.

Nannette Darrigrand, Albert Lea, Minnesota

The Phi Theta Kappa scholastic prize of \$10.00 is presented each year to the college junior who has had the highest scholastic standing for the year. Phi Theta Kappa is a National Junior College Honor Society established at Shimer in 1932.

Barbara Winters, Oak Park, Illinois

On recommendation of the faculty, a scholarship of \$150.00, available for two years, is granted to two Frances Shimer students who have completed the work of the lower division, in recognition of their personal qualities and scholastic ability.

Betty Evans, Greencastle, Indiana

Carol Spiering, Chicago, Illinois

A similar scholarship of \$150 is awarded to an upper division student.
Shirley Christensen, Mt. Pulaski, Illinois

The Chicago Alumnae Scholarship of \$150.00 is awarded each year to a junior who has been outstanding in ability and in personal qualities.
Barbara Winters, Oak Park, Illinois

The McKnight-Dearborn scholarship, presented in 1943 by Mr. and Mrs. W. A. McKnight, of Aurora, Illinois, is awarded each year to an unusually talented student in the Voice Department. The annual scholarship is \$200.

During this past year the scholarship has been held by Janis Grimes, Boone, Iowa. For 1947-48 the scholarship student will be
Jeanne Tugaw, Wilmette, Illinois



CALENDAR OF MAJOR EVENTS

1947-1948

SEPTEMBER

10-12	Faculty Orientation
15-18	Orientation, Testing and Registration of students.
18, Thursday	Opening Convocation, President Bro; Y.W.C.A. Tea
20, Saturday	Who's Who Party, Y.W.C.A.
21, Sunday	College Sunday, Dr. William Nelson Lyons
21, Sunday	Piano Recital, George McManus
27, Saturday	Chest X-rays of Students, Faculty and Staff
27, Saturday	Student-Faculty Stunt Night

OCTOBER

3, Friday	Art Lecture, Carl Mose
11, Saturday	County Play Day
18, Saturday	Junior Class Prom
23, Thursday	"Abraham Lincoln's Illinois," Dr. D. W. Riddle
25, Saturday	Violin Recital, Miss Ruth Ray
30, Thursday	"The People of Mexico," Laura Molina de Garcia Roel
31, Friday	Freshman Hallowe'en Party

NOVEMBER

1, Saturday	Dad's Day
2, Sunday	Dad's Day
7, Friday	Piano Recital, Elizabeth Graves
8, Saturday	Hockey Game
10-13	Mid Semester Tests
13, Thursday	Travel Talk, Mrs. Charles R. Walgreen
14-15	Marriage and Home Conference, Dr. Kathryn W. Taylor
22, Saturday	Play, "The King's Henchman"
22, Saturday	Children's Clothing Crusade
23, Sunday	Concert, Anne McKnight
26, Wednesday	Thanksgiving Vacation—11:50 a.m.
30, Sunday	Students Return—7:30 p.m.

CALENDAR OF EVENTS

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DECEMBER

6, Saturday	Y.W.C.A. Bazaar
11, Thursday	Piano Recital, Sylvia Muehling
12, Friday	Swimming Meet
14, Sunday	Christmas Pageant
17, Wednesday	Christmas Party, Y.W.C.A.
19, Friday	Christmas Vacation Begins—4:10 p.m.

JANUARY

4, Sunday	Christmas Vacation Ends—7:30 p.m.
23, Friday	Conservatory Recital
26-29	Semester Exams
30, Friday	Semester Ends

FEBRUARY

6-7	Folk Dancing, Mr. and Mrs. Paul Dunsing
12, Thursday	Big-Little Sister Banquet, Y.W.C.A.

MARCH

5, Friday	Basketball
11-14	Religion in Life Conference
21, Sunday	Easter Pageant
22-25	Mid Semester Tests
25, Thursday	Spring Vacation Begins—4:15 p.m.
28, Sunday	Easter

APRIL

4, Sunday	Spring Vacation Ends
6, Tuesday	May Court Election
15, Thursday	A. A. Banquet
16-17	Science and Social Science Conference

MAY

8, Saturday	Senior Prom
11, Tuesday	Founder's Day
22, Saturday	May Pete
23, Sunday	Horse Show
31-June 2	Final Exams

JUNE

3, Thursday	Student-Faculty Banquet
4, Friday	Student-Faculty Dance on Tennis Courts
5, Saturday	Class Day
	Conservatory Recital
	Library Sing
6, Sunday	Baccalaureate
	Commencement

NATIONAL ALUMNAE ASSOCIATION

The National Alumnae Association unites the thousands of Frances Shimer graduates and former students through the common bond of their interest in Alma Mater. Its aims are to promote alumnae activities, and to further the organization of local alumnae chapters in various parts of the country.

FRANCES E. FOX *President*
4455 N. Ashland Avenue, Chicago, Illinois

DARRALENE CORRS HOBSON *Vice President*
2808 47th Street, Des Moines, Iowa

ROBERTA LELAND RAYNER *Secretary*
5155 Morse Avenue, Skokie, Illinois

THELMA FOX HOMMEDEW *Treasurer*
Mount Carroll, Illinois

ALUMNAE ASSOCIATION CHAPTERS CARROLL COUNTY CHAPTER

A. BETH HOSTETTER *President*
Mount Carroll, Illinois

ZELLA CORBETT *Vice-President*
Mount Carroll, Illinois

AUGUSTA STENQUIST *Secretary-Treasurer*
Mount Carroll, Illinois

CHICAGO CHAPTERS North Shore South Shore

DORINE GOLDBERG *President*
7840 Essex Avenue, Chicago, Illinois

MARTHA JANE MILLER.....Vice President
9853 So. Seeley Avenue, Chicago, Illinois

LUCILE WILBERN McMULLEN.....Secretary
5519 Kenwood, Chicago, Illinois

MAXINE BLEDSOE OFFILL.....Treasurer
Lincolnshire, Crete, Illinois

West Suburban

JOAN WARING HAWKINS.....President
1111 Holley Court, Oak Park, Illinois

HARRIET CROY WAKEFIELD.....Secretary
335 S. Taylor Avenue, Oak Park, Illinois

AVIS CARROLL MRACEK.....Treasurer
738 So. East Avenue, Oak Park, Illinois

CALIFORNIA CHAPTER

MRS. BLANCHE BURNELL.....President
2420½ Fourth Avenue, Los Angeles, California

ANNETTE WILSON GATES.....Vice President
3508 Palm Avenue, Manhattan Beach, California

BARBARA DIEFENDORF.....Secretary
1005 W. Sixth Street, Los Angeles, California

EVA ROBERTS.....Treasurer
2420½ Fourth Avenue, Los Angeles, California

ILLINI CHAPTER

VIRGINIA PORTZ PARR.....President
707 W. Nevada Street, Urbana, Illinois

FLORENCE KEISER.....Secretary-Treasurer
20 Westwood Place, Danville, Illinois

REGISTER OF STUDENTS FOR THE YEAR 1947 - 1948

GRADUATES, JUNE, 1947

Upper Division

Berkstresser, Carolyn	Mount Carroll, Illinois
Bovee, Phyllis Ellen	Cozad, Nebraska
Brewer, Constance June	Battle Creek, Michigan
Brink, Janice Marie	Gary, Indiana
Bull, Mary	Birmingham, Michigan
Coffield, Mary Janice	South Bend, Indiana
Coney, Katherine Foster	Watseka, Illinois
Cullen, Jean Elizabeth	Chicago, Illinois
Cuthbertson, Marilyn G.	Flint, Michigan
Daly, Dolores	Bensenville, Illinois
Dolbeare, Sarah Emily	Grand Rapids, Michigan
Foster, Corinne Martha	Chicago, Illinois
Grimés, Janis Georgia	Boone, Iowa
Gunter, Doris Ruth	Rockford, Illinois
Guyan, Elizabeth Joan	Monticello, Iowa
Harrington, Betty Ann	Lyndon, Illinois
Heinemann, Millida	Chicago, Illinois
Hicks, Susan Jean	Grosse Pointe, Michigan
Hitchcock, Dorothy Jeanne	Milwaukee, Wisconsin
Hopp, Lois Ellen	Detroit, Michigan
Kepler, Shirley Jean	Gary, Indiana
Lemcke, Cleone Janice	Oak Park, Illinois
Limbert, Margaret Ann	Independence, Iowa
Maitzen, Virginia Mae	Rockford, Illinois
Moore, Jeanne Kay	Sterling, Illinois
Neathery, Mary Sue	Hoopeston, Illinois
Norris, Mary Sherman	Riverside, Illinois
Ortman, Elaine Helena	Evanston, Illinois
Phillips, Katherine Gilmore	Des Moines, Iowa
Quail, Jeanne Meredith	Grosse Pointe, Michigan
Redmond, Helen Louise	Grosse Pointe, Michigan
Russell, Catherine Ann	Medford, Wisconsin
Sawyer, Nancie Lee	Milwaukee, Wisconsin
Schmidt, JoAnne Janis	Davenport, Iowa
Schoening, Dona Ruth	Mount Carroll, Illinois
Schreiner, Janet	Mount Carroll, Illinois
Shreffler, Mary Ellen	Shelby, Ohio

Spuehler, Florence A.	Chicago, Illinois
Sisler, Ruth Jennell	Mount Carroll, Illinois
Spinti, Jeanne	Milwaukee, Wisconsin
Stephens, Diane Elizabeth	Park Ridge, Illinois
Stoll, Marian	Chicago, Illinois
Stolte, Clara Jane	Lansing, Michigan
Styles, Ellen Isabelle	Detroit, Michigan
Tremaine, Joan	Flint, Michigan
Voigt, Joan	Rocky River, Ohio
Wain, Daisy	Moulmein, Burma
Wilhelms, Delores Jean	Shannon, Illinois
Wycoff, Robah Joanne	Laura, Illinois

Lower Division

Allen, Rolaine Kay	Chicago, Illinois
Birkner, Barbara Joan	Chicago, Illinois
Boddy, Marian	Maywood, Illinois
Boswell, Jane Miller	Kirkwood, Missouri
Brizzie, Joan Prosser	Chicago, Illinois
Burt, Shirley Anne	Urbana, Illinois
Cannon, Carol	Oak Park, Illinois
Caparros, Dee Lorene	East Chicago, Indiana
Carlson, Raymond	Mount Carroll, Illinois
Chabut, Jeanne Yvonne	Jackson, Michigan
Chabut, Joanne Ruth	Jackson, Michigan
Chamberlain, Claire Jean	Chicago, Illinois
Davis, LeClaire	Plainfield, Illinois
Doppelt, Claire Renee	Chicago, Illinois
Droste, Barbara Lee	Chicago, Illinois
Dworkus, Audrey Joyce	Milwaukee, Wisconsin
Eikel, Betty	Sherman, Texas
Elder, Sally	Bryan, Ohio
Evans, Betty Ruth	Greencastle, Indiana
Fox, Rosanna Matheson	Indianapolis, Indiana
Fox, Ruth Eloise	Kewanee, Illinois
Franklin, Nancy Lee	Delmar, Iowa
Galley, Joyce Susan	Cincinnati, Ohio
Goldberg, Audrey Joy	Chicago, Illinois
Goss, Doreen Lucille	Chicago, Illinois
Greier, Dorothy Jean	Elizabeth, Illinois
Grundfest, Barbara Ann	Little Rock, Arkansas
Gunnerud, Margaret Marie	Rugby, North Dakota
Handel, Sara Jean	Chicago, Illinois
Hansen, Jacqueline Carol	Omaha, Nebraska
Harkins, Nancy Pauline	Wauwatosa, Wisconsin
Harper, Harriet Joan	North Branch, Michigan
Hine, Kathryn Ruth	Detroit, Michigan
Howell, Sally	Evanston, Illinois
Hoyt, Mary Elizabeth	Elburn, Illinois
Jansey, Berthan Rose	Riverside, Illinois

Kasten, Dorothy Lee	Saugatuck, Michigan
Kenyon, Barbara Jean	Palatine, Illinois
Kinnier, Althea Jean	Albion, Nebraska
Klingbiel, Donna Rae	East Moline, Illinois
Lahs, Patricia Mary	Mexico, Missouri
Laird, Donna M.	Chicago, Illinois
Lane, Mary Dana	Poultney, Vermont
LaPointe, Margie Corinne	Northfield, Minnesota
Lew, Patsy	Shanghai, China
Lipton, Suzanne	Chicago, Illinois
McClaughry, Nancy Catherine	Whiting, Indiana
McMillan, Jean Shirley	Chicago, Illinois
Mapes, Joy Olivet	Munster, Indiana
Marshall, Vera Joan	St. Charles, Illinois
Martwick, Joan Estelle	Riverside, Illinois
Massee, Gerald W.	Dixon, Illinois
Milles, Jean Ann	Chicago, Illinois
Morss, Priscilla Brayton	Elgin, Illinois
Nehls, Margaret G.	Chicago, Illinois
Pearsall, Virginia Louise	Des Moines, Iowa
Queeney, Dare Lyford	Hinsdale, Illinois
Raber, June Leigh	Chicago, Illinois
Rechter, Betty Jo	Herrin, Illinois
Rehmann, Frances Eleanor Keith	Des Moines, Iowa
Rendall, Mary Welles	Morrison, Illinois
Riegel, Joan Adele	Oshkosh, Wisconsin
Rolfing, Joanne	Wilmette, Illinois
Russell, Dorothy Joan	Pittsburgh, Pennsylvania
Sturtevant, June	Evanston, Illinois
Schuster, June Judith	Milwaukee, Wisconsin
Sensiba, Virginia Sue	Kenilworth, Illinois
Shaddle, Alice Gay	Plano, Illinois
Slocum, Elizabeth Ann	Milwaukee, Wisconsin
Smith, Donna Jean	Indiana Harbor, Indiana
Soboda, Nancy Elizabeth	Cedar Rapids, Iowa
Spiering, Carol Cummings	Chicago, Illinois
Steinberg, Sylvia Debra	Chicago, Illinois
Swanson, Shirley May	Rockford, Illinois
Thompson, Arleta Ruth	Ashtabula, Ohio
Tugaw, Jeanne	Wilmette, Illinois
Wake, Margaret	Bloomington, Illinois
Walther, Barbara Jean	Wilmette, Illinois
Wenninger, Nancy Rae	Wauwatosa, Wisconsin
Winet, Olive	Chicago, Illinois
Wolff, June Alice	Toledo, Ohio
Yellin, Marcella	Chicago, Illinois
Zurndorfer, Dorothy Paula	Chicago, Illinois

REGISTER OF STUDENTS, 1947-1948

Senior Class

Anderson, Meryl	Lake Bluff, Illinois
Barnhart, George	Dixon, Illinois
Bendt, Elizabeth	Clear Lake, Iowa
Boughton, Patricia	Eagle Grove, Iowa
Brakke, Kathryn	Cylinder, Iowa
Brauncis, Jeanette	Faribault, Minnesota
Breck, Eleanor	Chicago, Illinois
Brudi, Marilyn	Mount Carroll, Illinois
Christensen, Shirley	Mt. Pulaski, Illinois
Clarke, Harry	Savanna, Illinois
Colburn, Alice	Glenview, Illinois
Collins, Robert	Morrison, Illinois
Coon, Joan	Winthrop Harbor, Illinois
Darrigrand, Nannette	Albert Lea, Minnesota
Dixon, Lois	Mount Carroll, Illinois
Drager, Bessie	Kirkland, Illinois
Engler, Wanda	Belleville, Illinois
Fincher, Barbara	Grand Rapids, Michigan
Franklin, Nancy	Delmar, Iowa
Gilpin, Patricia	Carmi, Illinois
Goetz, Marguerite	Eleroy, Illinois
Gold, Barbara	Minneapolis, Minnesota
Grady, Betty	Elkhart, Indiana
Haeger, Phyllis	LaGrange, Illinois
Hay, Virginia	Des Moines, Iowa
Hills, Dorothy	Oregon, Illinois
Horton, Kathryn	Des Moines, Iowa
Huxsol, Rhoda	Charles City, Iowa
Kent, Marie	Park Ridge, Illinois
Kipnis, Robert	Mount Carroll, Illinois
Krause, Anne	Hinsdale, Illinois
Kruse, Joan	Blue Island, Illinois
LaSota, Gloria	Downers Grove, Illinois
Mott, Aneta	Hampton, Iowa
Neilson, Dolores	Chicago, Illinois
Newcomer, Mona	Lanark, Illinois
Osterbusch, Charlotte	Wheaton, Illinois
Roberts, Mary	Fort Dodge, Iowa
Sampson, Doris	Sioux Falls, South Dakota
Sayre, Margaret	Waban, Massachusetts
Schweger, Shirley	Ashland City, Tennessee
Sennell, Patricia	Britt, Iowa
Sorby, Arlene	Rockford, Illinois
Spengler, Margaret	Cleveland Heights, Ohio
Star, Shirley	Battle Creek, Michigan
Stewart, Marilyn	Rockford, Illinois
Stratton, Marilyn	Augusta, Michigan

Truesdell, Carolyn	Flint, Michigan
Voreck, Carolyn	Charles City, Iowa
White, Patricia	Blue Island, Illinois
Wilson, Pearl	Casselton, North Dakota
Wimmer, Gretchen	Cuba City, Wisconsin
Winters, Barbara	Oak Park, Illinois
Ziebell, Donna	Chicago, Illinois
Zier, Joyce	Shannon, Illinois

Junior Class

Aivazzadeh, Daisy	Lincolnwood, Illinois
Anderson, Jean	Princeton, Illinois
Armour, Ann	Grosse Point, Michigan
Armour, Jean	Grosse Point, Michigan
Bailey, Jane	Omaha, Nebraska
Baum, Nancie	Oconomowoc, Wisconsin
Becker, Kenneth	Morrison, Illinois
Beeler, Cecelia	Chicago, Illinois
Berry, Ardis	Lake Mills, Iowa
Betterly, Jean	Detroit, Michigan
Betterly, Joan	Detroit, Michigan
Brizzie, Joan	Chicago, Illinois
Bull, Beverly	Berwyn, Illinois
Burkart, Elizabeth	Chicago, Illinois
Burkholz, Joyce	Milwaukee, Wisconsin
Butler, Patricia	Elkhorn, Wisconsin
Byrne, Barbara	Downers Grove, Illinois
Carpenter, Mary	Des Moines, Iowa
Corlett, Marilyn B.	Battle Creek, Michigan
Council, Mary Lou	Aurora, Illinois
Crete, Ray	Morrison, Illinois
Cullin, Jean	Winnetka, Illinois
Cummings, Diane	Clinton, Iowa
Deischer, Barbara	Hot Springs, South Dakota
Diamond, Loel	Kankakee, Illinois
Dickey, Frances	Detroit, Michigan
Elder, Sally	Bryan, Ohio
Felt, Mary	Indianapolis, Indiana
Fox, Rosanna	Indianapolis, Indiana
Fox, Ruth	Kewanee, Illinois
Frederick, Marilyn	Webster Grove, Missouri
Freed, Marian	Decatur, Illinois
Gaar, Merle	Thomson, Illinois
Garber, Charlotte	Chicago, Illinois
Gensheimer, Jeanne	Hammond, Indiana
Gilmour, Lorraine	Beloit, Wisconsin
Gilpin, Frances	Carmi, Illinois
Granger, Marilyn	Ludington, Michigan
Grant, Eleanor	Madison, Wisconsin
Guentner, Jeannine	Lanark, Illinois
Guenzler, Nola	Lanark, Illinois





GLENGARRY STABLES

Haas, Janet	Bridgeport, Connecticut
Hade, Marjorie	Princeton, Illinois
Handel, Gloria	Mount Carroll, Illinois
Hansen, Jacqueline	Omaha, Nebraska
Hatton, Janet	Buenos Aires, Argentina
Harkins, Nancy	Wauwatosa, Wisconsin
Harper, Harriet	North Branch, Michigan
Hillman, Margo	Rockford, Illinois
Hinebaugh, Ramona	Mount Carroll, Illinois
Horacek, Amalia	Bloomington, Illinois
Hoy, Bernard	Cedar Rapids, Iowa
Hunter, Margaret	Earlham, Iowa
Irwin, Marilyn	Rochester, Illinois
Johnson, Donamac	St. Paul, Minnesota
Johnson, Marilyn	Willmar, Minnesota
Jones, Peggy	Wheaton, Illinois
Keim, Richard	Mt. Carroll, Illinois
Kieckhafer, Mary	West Bend, Wisconsin
Kline, Sally	Milwaukee, Wisconsin
LaRoy, Jaquelin	Wilmette, Illinois
Larson, Jeannine	Sterling, Illinois
Laven, Janet	South Bend, Indiana
Lew, Patsy	Shanghai, China
Liebau, Ayleen	Grafton, Wisconsin
Lindsay, James	Lanark, Illinois
Lowder, Mary Ann	Humboldt, Iowa
McCloughry, Nancy	Whiting, Indiana
McCracken, Shirley	Pleasant Ridge, Michigan
MacArthur, Ann	Lansing, Michigan
MacArthur, Elaine	Flint, Michigan
Marla, Sandra	New York City, New York
Marshall, Dorothy	Chicago, Illinois
Miller, Shirley	Freeport, Illinois
Moody, Joan	Kansas City, Kansas
Moore, Jettie	LaSalle, Illinois
Morango, Nancy	Wausau, Wisconsin
Myers, Marjorie	Elmhurst, Illinois
Nelson, Marilyn	Humboldt, Iowa
Nelson, Sandra	Elgin, Illinois
Newell, Nancy	Chicago, Illinois
Noria, Paula	Riverside, Illinois
Olson, Katherine	Lake Mills, Iowa
Orning, Mary	Nashville, Tennessee
Pearall, Virginia	Des Moines, Iowa
Plagatz, Jean	Milwaukee, Wisconsin
Phillips, Lowell	Mt. Carroll, Illinois
Phillips, Martha	Cedar Rapids, Iowa
Phillips, Patricia	Garner, Iowa
Phillips, Richard	Mt. Carroll, Illinois
Pider, Mary	Wausau, Wisconsin
Pittill, Irma	Mt. Carroll, Illinois
Pillak, Blanche	Chicago, Illinois
Randolph, Rose	Havlock, Iowa
Renva, Chandler	Mt. Carroll, Illinois

Reiss, Lois	Chicago, Illinois
Ross, Charleen	Mt. Carroll, Illinois
Sack, John	Mt. Carroll, Illinois
Salberg, Jo Anne	Wilmette, Illinois
Sawyer, Martha	Milwaukee, Wisconsin
Schaut, Margaret	Mt. Carroll, Illinois
Schoening, Jo Anne	Mt. Carroll, Illinois
Sie, Flora	Great Neck, Long Island, New York
Slocum, Betty	Milwaukee, Wisconsin
Smith, Patricia	Chicago, Illinois
Snell, Audrey	Oshkosh, Wisconsin
Snell, Patricia	Detroit, Michigan
Stockton, Betty	Ft. Collins, Colorado
Sutherland, Justyn	Manning, Iowa
Swanson, Shirley	Rockford, Illinois
Trolinger, Irmaleen	Detroit, Michigan
Von Spach, Mary	Wauwatosa, Wisconsin
Wake, Margaret	Evanston, Illinois
Walters, Susan	Waterloo, Iowa
Welch, Eleanora	Deerfield, Illinois
Wendt, Ellen	Madison, Wisconsin
Zimmerman, Margaret	Monticello, Iowa

Sophomore Class

Aivazzadeh, Daisy	Lincolnwood, Illinois
Amsden, Sally	Webster City, Iowa
Axelrod, Mona	Detroit, Michigan
Baker, Virginia	Oak Park, Illinois
Betinis, Helen	Riverside, Illinois
Bro, Andrew	Mt. Carroll, Illinois
Bruning, Patricia	Chicago, Illinois
Cardwell, Joan	Chicago, Illinois
Crane, Barbara	Hinsdale, Illinois
Cummings, Paula	Austin, Minnesota
Dacey, Betty	Chicago, Illinois
Diamond, Rachelle	Hammond, Indiana
Dvorak, Leah	Wausau, Wisconsin
Epstein, Janet	Kenosha, Wisconsin
Felter, Margaret	Van Meter, Iowa
Franz, Joan	Ferguson, Missouri
Frazier, Jeanne	Detroit, Michigan
Gilbert, Jean	Evanston, Illinois
Grauer, Polly	Chicago, Illinois
Greenlees, Janet	Chicago, Illinois
Hand, Caroline	Chicago, Illinois
Hosterman, Carla	Oshkosh, Wisconsin
Jacks, Gloria	Chicago, Illinois
Jones, Carolyn	Oshkosh, Wisconsin

Kanter, Bette	Chicago, Illinois
Kates, Josephine	Birmingham, Michigan
Koss, Annette	Madison, Wisconsin
Lamias, Vivian	Rockford, Illinois
Lerdrup, Delores	Lincoln, Nebraska
Mabie, Jeanne	Evanston, Illinois
Malcolm, Mary	Galesburg, Illinois
Meador, Betty	Manchester, Iowa
Miller, Lois	Sioux City, Iowa
Mitchell, Florence	Chicago, Illinois
Nelson, Alice	Berwyn, Illinois
Pruskauer, Myrna	Chicago, Illinois
Pruskauer, Riki	Chicago, Illinois
Rea, Georganne	Centralia, Illinois
Rehm, Jane	Sturgis, Michigan
Richardson, Alice	Pleasant Valley, Iowa
Richie, Delores	Palmyra, Illinois
Rosenberg, Joan	Lake Mills, Iowa
Rothrock, Jean	Colombia, South America
Soukop, Helen	Davenport, Iowa
Steers, Georgia	Ree Heights, South Dakota
Stern, Joan	Muskegon, Michigan
Tolman, Alida	Chicago, Illinois
Troup, Carolyn	Green Bay, Wisconsin
Tugaw, Jeanne	Wilmette, Illinois
Twohig, Joellen	Sioux City, Iowa
Underwood, Barbara	East St. Louis, Illinois
Wales, Diane	St. Charles, Illinois
Wentsch, Rhoda	Kendallville, Indiana
Werner, Barbara	Chicago, Illinois
Wexelman, Hope	Chicago, Illinois
Wright, Margaret Jane	Greenville, Ohio

Freshman Class

Argent, Lucretia	Youngstown, Ohio
Auerbach, Carol	Chicago, Illinois
Baess, Donna	Gary, Indiana
Beach, Bette	Chicago, Illinois
Burkard, Sonja	Decatur, Illinois
Dobson, Carolyn	Evanston, Illinois
Goldfine, Barbara	Chicago, Illinois
Green, Marianne	Chicago, Illinois
Gustafson, Janice	Mason City, Iowa
Hoffman, Barbara	Chicago, Illinois
Jensen, Nancy	Cedar Rapids, Iowa
Jolders, Dwayne	Chicago, Illinois
Jones, Judith	Des Moines, Iowa

Keech, Virginia	Springfield, Illinois
Kieck, Marilyn	Lincoln, Nebraska
Lauth, Patricia	Port Huron, Michigan
Lee, May	Chicago, Illinois
Lerch, Betty	Delafield, Wisconsin
McMullen, Nancy	Chicago, Illinois
Markels, Miriam	Chicago, Illinois
Martindale, Suzanne	Clinton, Iowa
Mickelson, Jill	Elmhurst, Illinois
Molan, Margaret	Sheboygan, Wisconsin
Pettijohn, Norma	Chicago, Illinois
Roth, Barbara	Milwaukee, Wisconsin
Sampson, Barbara	Des Moines, Iowa
Shaw, Francine	Chicago, Illinois
Swardstad, Dolores	Chicago, Illinois
Watson, Mary	Madison, Wisconsin
Weinstein, Roseclaire	South Milwaukee, Wisconsin
Winslow, Frances	Springfield, Illinois
Wright, Barbara	Glen Ellyn, Illinois
Wurm, Nancy	Ft. Wayne, Indiana
York, Louise	Chicago, Illinois
Yorke, Beth	Norway, Michigan



ENDOWMENTS

Frances Shimer College is now undertaking a Development Program to enlarge its educational scope and resources. It appeals to friends to be mindful of the varied services which the college has rendered to the cause of the education of young women for a period now approaching a century.

Gifts and bequests for scholarships will aid worthy young women who are not wholly able financially to secure an education. A relatively small amount of money invested for such purposes makes returns far in excess of its market measure or value. The college welcomes the opportunity to become stewards of such funds, and to aid private individuals and friends to realize, in human satisfaction, the greatest rewards from their gifts.

FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested for the permanent endowment of the Academy.

FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested and called the..... Scholarship.

FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of..... dollars, in trust, to pay over the same..... days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.

(This form may be used for bequests for endowment and scholarship purposes also.)

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FRANCES SHIMER COLLEGE

MOUNT CARROLL, ILLINOIS